

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Ms. Shelley F. Stroleny

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name George Washington Carver Middle School

(As it should appear in the official records)

School Mailing Address 4901 Lincoln Drive

(If address is P.O. Box, also include street address.)

Miami FL 33133-5635
City State Zip Code+4 (9 digits total)

County Miami-Dade County

Telephone (305) 444-7388

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E-mail strolenys@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Alberto Carvalho

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail ACarvalho@dadeschools.net

District Name Miami-Dade Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Perla Tabares Hantman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 286 Elementary schools (includes K-8)
 - 73 Middle/Junior high schools
 - 95 High schools
 - 3 K-12 schools
- 457 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	166	160	326
7	142	193	335
8	164	187	351
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	472	540	1012

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 66 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 26 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2016	1048
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 2%
24 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

French, German, Italian, Spanish

7. Students eligible for free/reduced-priced meals: 30%
Total number students who qualify: 305

8. Students receiving special education services: 1 %
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	53
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school's mission or vision statement.

Our school will follow state benchmarks and academic standards of France, Germany, Italy, and Spain, preparing students to meet future needs of a global world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students who select the International Studies (IS) program must demonstrate spoken and written language proficiency in French, German, Italian, or Spanish, as well as above average school performance in all subject areas including conduct and satisfactory attendance. An exam is administered to eligible IS applicants prior to the Random Selection to determine language proficiency in the foreign language. Students currently in an IS program in a MDCPS will not take the language proficiency exam. Participants who select the International Education (IE) program must provide evidence that they are performing above average in all subject areas including conduct as well as satisfactory attendance. All students who meet the admission criteria will have their name entered into the Random Selection.

PART III – SUMMARY

Today G. W. Carver Middle School stands as one of the premier magnet middle schools for International Education in the entire nation. The school's test scores have consistently ranked at top of Florida middle schools.

The school can trace its beginning to the private school for Coconut Grove black children that was founded in 1899. In 1924, developers of Coral Gables offered the Board of Education five acres on Grand Avenue and Lincoln Drive, the site of the present campus. The new school served black students from across the county. When Dr. George Washington Carver died in 1942, the school's principal led a movement to rename the school in his honor. Carver High graduated its last senior class in 1966 and the former high school became G. W. Carver Junior High.

In 1985, Carver's population dropped to 53 percent of capacity. After many meetings with community and school officials, Carver requested to become a magnet school in international education. The first International Studies classes came to Carver in the 1987-88 school year. Since then, Carver has become a magnet school housing both the International Studies Program and the International Education Program. This year students, faculty, and parents staged a celebration of thirtieth anniversary of the international program with performances, games, and foods tied to the magnet theme.

Carver's student population is around 1,000. Approximately 1,600 apply for 350 places in the incoming sixth-grade class. Carver is predominantly Hispanic (66 percent) followed by white non-Hispanic (26 percent). Six percent of the student body is black or Asian. More females (53 percent) attend than males. We have a very low mobility rate of 1.6 percent. Approximately 30 percent of our population qualifies for free or reduced lunch.

All students are immersed in a rigorous foreign language program and take at least two yearly courses in the language they have selected. Students apply to study either French, German, Italian, or Spanish. International Education students are beginners and leave Carver with a solid foundation in their chosen language. More advanced students study language and humanities simultaneously and conclude by taking the Advanced Placement World Language and Culture exam in their chosen language. Over the last three years, more than 95 percent of students have attained passing scores. Each of the four foreign language programs has an active parent association that volunteers to bring language learning experiences into the classrooms.

Carver operates on a seven-period, rotating block schedule. First period (45 minutes) and homeroom (44 minutes) meet daily. Other periods meet every other day for 90 minutes each. This allows teachers and students to spend chunks of time on authentic learning experiences such as taking an essay through all stages of the writing process or completing a science lab following the scientific method.

Taking an advanced curriculum in all courses, Carver students finish the program with at least five high school credit courses (three foreign language, Algebra I and Physical Science). Approximately 70 students take Biology and Geometry in eighth grade for high school credit. Gifted students currently take Gifted Language Arts and Social Studies in sixth grade; the gifted program in these courses will extend to seventh grade next year and eighth grade the year after that. Numerous safeguards are in place for students who need additional help in any area. Students who do not pass the state reading or mathematics exams are placed in supplemental courses the following year. Carver has a long-standing homeroom tutoring program. Voluntary tutoring also takes place before school. While we have a small population of English Language Learners, plenty of reinforcements are in place for their success, as each student takes an ESOL or reading course in addition to a Language Arts course taught by a teacher trained in ELL methods.

At Carver, we believe in the concept of being well-rounded and students have space in their schedule for one special interest elective. Our musical program presents a full musical each spring. This year's production is "Beauty and the Beast." The band was invited to perform at a high school football game. Art students enter their work in a variety of media in contests throughout the year. The school offers nine after-school sports

and consistently ranks among the best in the county in cross-country, soccer, volleyball, bowling, and tennis. The Spanish department presents a yearly Spanish Talent Show. The Language Arts department organized an open-mic poetry event in the fall and in January staged a Shakespearean Showcase in which students recited sonnets and presented scenes.

Students are elected by their peers for leadership positions in Student Council. The school also has a large and active Future Educators Association. Approximately 120 students are members of National Junior Honor Society and members complete at least 30 hours of community service yearly. On Fridays, Carver also offers 15 other special-interest clubs ranging from Geography and History Bee to Mindfulness to French Drama.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

G. W. Carver Middle School's advanced and honors curriculum ensures that all students are prepared for rigorous high school courses as our students matriculate to International Baccalaureate programs or similarly challenging public and private high schools. In addition, the school offers gifted Language Arts and United States History for sixth-graders who have been evaluated as gifted. Over the next two years, gifted classes in these subjects will include seventh and eighth grades.

Language arts utilizes a novel-based curriculum designed to prepare students for the Florida Standards Assessment (FSA) Writing exam in March and the FSA English Language Arts exam in April. Teachers focus on explanatory and argumentative writing. Reading standards of key ideas and details, craft and structure, and integration of knowledge and ideas also are emphasized. Students are assigned two summer books and then complete a booklist of at least eight books during the school year. While most books are novels, each grade level reads at least one nonfiction selection; seventh- and eighth-graders also read a Shakespearean play.

In mathematics, all sixth-graders take Advanced Grade 6 Mathematics. Those students in the advanced French or Spanish programs receive math instruction in their foreign language as an additional opportunity to acquire that language. This year 180 sixth-graders are enrolled in the iPrep math program which is team-taught by two teachers. This program employs technology daily to enhance its curriculum. Seventh-graders take Advanced Grade 7 Mathematics. Sixth-grade students who excel in mathematics can take Honors Algebra I in seventh grade and then take Honors Geometry in eighth grade, both for high school credit. Students are selected for this accelerated program based on an in-house placement test, scores on the FSA, course grades, and maturity. This year 71 seventh-graders are enrolled in Honors Algebra I, and 80 eighth-graders are taking Honors Geometry. All other eighth-graders take Honors Algebra I. Both Algebra I and Geometry students take a state exam to receive credit for the course.

In social studies, students in grades 6 and 8 are taking Advanced United States History this year. Seventh-graders take Advanced Civics. Starting in the 2018-19 school year, eighth-graders will study Advanced World History, which was previously taught in grade 6. Sixth-graders who are classified as gifted are enrolled in an Advanced Gifted United States History course. U.S. History covers geography and events, figures, and ideas ranging from exploration of the Americas to Reconstruction. In Civics students study all facets of government and citizenship. The Civics course prepares students for a state exam.

The science curriculum is hands-on and laboratory-based. In sixth and seventh grades, students are enrolled in Advanced Comprehensive Science. The curriculum in both courses is accelerated as all eighth-graders take high school level courses instead of grade 8 Comprehensive Science. However, sixth grade students that greatly excel are enrolled in honors physical science in seventh grade and then take honors biology in eighth grade and receive high school credit for both courses. The primary tool to select the students for this advanced track is an in-house exam that mirrors the final exam in the grade seven Comprehensive Science course. This year, 80 seventh-graders are taking honors physical science and 81 eighth-graders are taking biology. All other eighth-grade students are enrolled in Honors Physical Science. All eighth-graders complete a Science Fair project during the fall as part of the curriculum.

College and career readiness is infused throughout all courses. In keeping with the international magnet theme, global understanding is integrated into all courses. Students take numerous courses for high school credit including one foreign language course each year. Additionally, students enrolled in the International Studies program also take the Advanced Placement foreign language assessment that corresponds with their program (French, German, Italian, Spanish) and earn college credit with a passing score. In social studies, all eighth-graders take a career inventory survey. The survey matches students with careers that correspond to their interests and skills. Students conduct research into college degrees, jobs, salaries and skills associated with those careers. Additionally, all students complete a unit on financial literacy. Students listened to a guest speaker from Wells Fargo and learned about careers in banking and investing. Guest

speakers representing many occupations visit the campus throughout the year. Technology is infused all courses, and students enrolled in the technology elective work to achieve Microsoft Office Certification.

All core courses are designated Advanced or Honors, but opportunities abound for additional assistance in mastering content. Tutoring is provided during homeroom for students identified either by low grades or teacher recommendations. Tutoring also is provided before school and is open to all students.

2. Other Curriculum Areas:

All students are enrolled in seven courses and take two courses in the foreign language they are studying. Additionally, students choose one additional elective to pursue an interest.

Central to the school's global mission are the foreign language programs. Students are enrolled in either International Studies (IS) or International Education (IE) language courses. IS students come to the school already with a strong foundation in French, German, Italian, or Spanish language and each year take a language arts course to work toward mastery in their chosen language. To further enhance their language acquisition, they also study history, geography, social studies, and science incorporated into a humanities course, in that same foreign language. All students in the IS program are prepared to take the Advanced Placement (AP) World Language and Culture exam in their language in eighth grade.

Students in the IE program come to the school with little or no language proficiency but become proficient in French, German, or Spanish by being dual enrolled in two language courses annually, for a total of six courses over the three years of middle school. Of the two courses taken yearly by IE students, one focuses on written communication including grammar and vocabulary, while the second focuses on oral communication, requiring speaking and presentations.

Of the four language programs, the Spanish is the largest, with 251 students in IS and 233 in IE. The French program has 172 students in IS and 167 in IE. The German program features 70 students in IS and 74 in IE. The Italian program, with 33 students, has only an IS program.

Students also choose one additional elective. The only students without an additional elective are students taking a remedial course: 38 students in intensive reading, 18 students in ESOL, and 16 in intensive mathematics.

Of the additional electives, physical education is the largest with 513 students. The physical education course emphasizes developing a positive attitude toward physical fitness and physical activity. The two instructors prioritize the social and life skills of teamwork, communication, responsibility, respect, goal setting and leadership. Students not only experience a variety of sports during the year but also learn the rules and histories of each sport. The course measures and strives to improve cardio-respiratory fitness, muscular fitness, flexibility, and body composition.

The art program has 153 students this year. Beginning students, particularly those sixth-graders taking art for only one semester, learn elements of art and principles of design and create works that apply those concepts. As the year progresses, students focus on various art theories and their application through a variety of mediums. Advanced students work toward compiling a diverse portfolio.

The technology program includes 110 students who complete a project-based curriculum. Students become skilled in Microsoft Word, PowerPoint, Excel, and graphic design. They work to attain Microsoft Office Certification by completing an independent online course through the school district. The course strives to reinforce skills essential to success in other courses, including research projects, essays and presentations using technology.

The music program includes musical theatre, band, and orchestra. Each course is divided into three levels: beginning, intermediate, and advanced. This year, 71 students are enrolled in musical theatre. Musical theatre focuses on hands-on activities in all areas related to the performance and production of theatre

presentations. This includes production of fliers and posters for advertisement, fundraising, costumes, set design, and acting skills. Thirteen students are enrolled in band and 22 in orchestra. These courses emphasize musical theory and performance. In all music courses, students learn essential skills through practice in class and at home, along with after-school rehearsals.

Twenty-eight students are enrolled in Advanced Academics for Gifted Students, a project-based course. Students must have been evaluated as gifted to enroll. Students build skills and products needed for five major competitions. Model United Nations builds leadership skills. Odyssey of the Mind focuses on solving problems through hands-on and oral exercises. The Fairchild Challenge includes various environmental projects coordinated through Fairchild Tropical Botanical Garden. Piano Slam merges music, poetry, and STEM topics to create dynamic performances. In the Theodore Gibson Oratorical Competition, students write and present poems about Global Human Rights and/or the African-American Experience.

3. Instructional Methods, Interventions, and Assessments:

The faculty of G.W. Carver Middle School strive daily to implement an innovative approach and are knowledgeable of individual learning styles.

A high-performing school, Carver's passing rates on the state English Language Arts and Mathematics exams have been at least 91 percent over the past three years. On the Algebra I state exam, 91 percent of eighth-graders and 100 percent of advanced seventh-graders passed; 99 percent of students passed in Geometry; at least 86 percent passed in science; 100 percent passed in Biology; at least 96 percent have passed in Civics. Students have averaged better than 95 percent passing on the Advanced Placement foreign language tests

Language arts teachers merge reading, writing, listening, speaking and viewing. Teachers and students demonstrate writing on the Smart boards. Readers' theatre and video companions help students connect visually to challenging literature and understand various points of view. Students engage in fishbowl discussions and make oral presentations. Students also memorize and present Shakespearean sonnets and scenes as well as other poetry. Assessment in language arts is writing-based in response to literature.

In mathematics, teachers demonstrate concepts using Smart Boards and videos. Teachers make real-world connections. For example, students constructed tables and graphs and made predictions for the solar eclipse and Hurricane Irma. Teachers also integrate projects such as geometric drawings, architecture, and board games.

Science emphasizes hands-on learning through lab experiments, employing 5-E lessons: engage, explore, explain, elaborate, evaluate. Teachers integrate project-based engineering, including robotic hand, water bottle rockets, and solar cookers. Guest speakers and webinars enhance the curriculum. Many projects are open-ended with students encouraged to present their learning in the format of their choice.

Social Studies teachers introduce note-taking strategies that students implement in all their classes. The emphasis on technology includes virtual bulletin boards constructed by students. Rotating history labs are a unique strategy whereby small groups of students visit various stations (primary sources, videos, geography, Brain Pop). Civics infuses activities to enhance understanding of governmental functions, such as a mock trial.

Foreign language courses integrate reading, writing, listening, and speaking. These four skills are tested on the Advanced Placement exams and teachers in all grade levels reinforce them. The International Studies students also take a humanities course in the language they are learning where learning is project-based, emphasizing technology, oral presentations, and group activities. For example, German students practice movie-making by writing scripts for historic scenes, filming them, and then cutting and editing their productions. Debates and dramatizations are utilized in all languages. Students who are beginning their language study in the International Education program integrate written and spoken language skills between two courses each year. Furthermore, technology skills are incorporated in a spiral fashion through the foreign language classes beginning in grade six. Students learn how to conduct relevant research through the

Internet and create Word documents, Power Point presentations, and Excel files in the foreign language they have selected.

In art, the teacher uses demonstration videos to introduce units and diverse media and follows with teacher and peer modeling. Students complete a work of art as a pretest at the beginning of the course and then a similar work at the end of the year as a posttest to demonstrate growth. Feedback is given in small and large groups.

Intervention is a constant process. Students who score levels 1 or 2 on the state English Language Arts or Mathematics exams are enrolled in yearlong courses designed to raise their understanding and skill level. Those in Intensive Reading work to improve reading comprehension, vocabulary, and writing; those in Intensive Mathematics work to improve basic skills designed to help them catch up. The teachers employ online programs aligned with the individual needs of each student.

Homeroom tutoring in core subjects and foreign languages is integral in the school's success. At the beginning of the year, students who struggled the previous year are identified by teachers. As the year progresses, students move in and out of tutoring based on academic grades and teacher recommendations. Students in National Junior Honor Society assist with this program. We also offer voluntary tutoring before school in the core subjects as preparation for state exams. Many teachers open their classrooms before school for students who have questions. Foreign language teachers employ a buddy system whereby a student fluent in the language is paired with a student lacking that base.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Even before students begin their sixth-grade year, they become immersed into the culture of G. W. Carver Middle School. Mandatory orientation meetings take place in the spring for incoming students. Students are advised of academic and behavioral requirements. Students purchase uniforms and the required summer reading, making them feel like Carver Hornets already. The week before school starts Carver holds an additional orientation program for incoming sixth-graders where students can familiarize themselves with the campus layout.

During the opening week of each school year, all grade levels attend an orientation assembly regarding the goals and mission of the school as well as school policies and procedures. Student Council members speak, reinforcing important aspects. A club fair is held in September showcasing special interest organizations.

We have a dedicated and caring Student Services department. One counselor works primarily with sixth-graders, who sometimes are filled with anxiety, particularly related to meeting the high academic demands of our advanced curriculum. A second counselor works primarily with seventh- and eighth-graders. All eighth-graders attend sessions to assist them in the process of choosing and applying for high schools. Academic anxiety also is addressed with various tutoring programs before school and during homeroom, and many teachers offer additional help in their classrooms before school.

Carver maintains a strict no-bullying environment and administrators, counselors, and faculty are vigilant in this regard. This year outside experts made presentations to the entire student body on the Sandy Hook Promise and Cyber-Bullying. Students can always visit the counselors with any concern. This safe environment is reinforced by the It Starts With Hello club started by the Sandy Hook Promise, where students learn about social isolation and create a culture of inclusion. African-American heritage is supported through the African-American Awareness Club, which welcomes students of all races. A new organization this year is the Gay-Straight Alliance (GSA), which brings together LGBTQ and straight students to promote mutual understanding and provides a safe place to socialize.

Carver celebrates success and this fall commemorated the thirtieth anniversary of its international program with a student-centered event that included performances in all languages and games and athletics tied to the international magnet theme.

All teachers are part of a creative, caring, collaborative environment. All administrators have an open-door policy and teacher feedback is encouraged with all issues. Teachers meet twice weekly with their departments to participate in common planning and share best practices. Activities that build unity among the staff are holiday breakfasts, Secret Valentine, holiday pig roast, mindfulness group, running group that participates in 5K races, and retirement celebrations.

2. Engaging Families and Community:

G.W. Carver Middle School strives to involve families and the community. Before becoming a middle school in 1966, the school previously was a high school for black students during the era of segregation. Today the school honors that tradition with an annual alumni day inviting the graduates of Carver High to return and impact the current student population. This year 150 graduates participated in an assembly. Alumni shared stories from their high school days and spoke about what Carver has meant to them. Our current band and cheerleaders performed. An alumni member also is yearly inducted into the school's Hall of Fame. Further, the high school holds its monthly alumni meeting on our campus.

The school's Educational Excellence School Advisory Committee (EESAC) meets monthly and brings together all stakeholders to involve them in decisions. Parents and community members are key members of this body.

In keeping with the school's international emphasis, the school has active parent associations for all four language programs. These groups volunteer their time and resources to their respective programs, often visiting classrooms to share their language expertise. These parents serve as guest speakers and coordinate obtaining outside speakers. These parent associations were integral in the 30-year celebration of the school's international magnet program last fall. Parent groups set up booths with authentic food from France, Germany, Italy, and Spain and helped to decorate and organize the event. Parents assisted and performed in a multilingual music and drama showcase.

The PTSA also is an essential part of the school community. Parents meet with other stakeholders at regular meetings to discuss events and initiatives to engage and support the school. For example, this year a parent seeing a need to update the television studio donated equipment and furniture. Parents volunteer and have been instrumental in various beautification projects. This organization also runs a booth that sells school-related items and school supplies, organizes book fairs, and assists with school socials and guest speakers.

Friends of Carver is an annual event that brings together parents, faculty, and other stakeholders from both Carver Middle and Carver Elementary for an evening of camaraderie and fundraising. Both schools have received essential funding, especially related to technology, from this event.

Carver maintains partnerships with local businesses. For example, a local independent bookstore routinely brings in authors as guest speakers. A local landscaping company and a painting company have donated time and resources toward campus beautification.

Carver diligently maintains communication with parents through various means. Remind 101 gives parents daily access to all school announcements. The school website was recently renovated and provides resources for parents and students.

3. Professional Development:

Teachers at G. W. Carver Middle School have ownership over their professional development. Each spring they are surveyed as to professional needs and then design and organize Professional Learning Communities (PLC). These courses bring colleagues together to reflect and analyze instruction, help participants bring theory and practice together in ways that makes classroom teaching effective and efficient, and increase awareness of students' individual learning needs.

The seven PLCs this year include "The Gifts of Imperfection," focusing on engaging with the world from a place of worthiness; "Innovator's Mindset," focusing on empowering learners to wonder, explore, and become forward-thinking leaders; "Mathematical Mindset," providing specific strategies to help teachers infuse the growth mindset in their math instruction and inspire students to enjoy and succeed in math; "Teach Like a Pirate," focusing on the creation of positive student engagement that works without undermining the learning environment; "Approaches and Methods in Learning Language," focusing on enhancing and clarifying methods, beliefs, and practices in language learning; "Best Practices Research Study," focusing on collaborating and researching information from various articles and multimedia resources with a focus on developing curriculum; and "Atoms Under the Floorboard," focusing on making real-world connections to science concepts.

The District has two mandatory professional development days in the fall. We offered two whole-group sessions: "Weaving Comprehension Strategies Across the Curriculum" and "Collaboration with a Twist." On the second PD date, all teachers were required to attend full-day PD outside of the building, and many teachers opted for sessions to enhance their understanding of technology.

Carver's Literacy Team meets four times during the school year to enhance reading and writing across the curriculum. Administrators share data for analysis. Language Arts teachers share best practices in an accessible manner so that teachers from other disciplines can incorporate those strategies into their classrooms. The school's high passing rates on the state English Language Arts exams are a result of the reinforcement across the curriculum.

Professional development is ongoing as evidenced by the fact that thirteen teachers on the current faculty have attained National Board Certification. Many faculty members also belong to local and national professional organizations related to their subject areas. Additionally, many teachers have added on endorsements in reading, ESOL, and gifted in recent years.

Finally, our foreign language teachers are leaders in sharing Advanced Placement strategies. Teachers in French, German, Italian, and Spanish have distinguished themselves as presenters to teachers from across Miami-Dade County.

4. School Leadership:

G.W. Carver Middle School's principal believes that the most effective form of educational leadership is collaborative with a shared vision of educational excellence. The school has a cohesive, dedicated team where members exhibit different areas of expertise that complement each other. The core members of our leadership team hold administrative titles; however, membership is open to faculty who want to extend their outreach as well as enhance the school's programs and students' educational experiences through EESAC, department chairperson, student services, and team leader positions. Leadership team members are empowered to be innovative and assume responsibility, as well as be proactive. The environment is supportive and collegial with the assumption of good will and requirement of clear communication.

The administrative team begins with the principal who has served in various roles at the school for almost two decades. A former German teacher, she understands the needs of the classroom teacher and importance of a global education. She later served as lead teacher and test chairperson before becoming an assistant principal. The previous principal served here for 13 years and the current principal has strived to continue the positive learning environment in which the school ranks among the best in the state. Our two current assistant principals have a close and respectful relationship with the faculty and staff. One assistant principal is primarily responsible for the master schedule and testing and works closely with the language arts and social studies departments. The other assistant principal is primarily responsible for various special programs and infrastructure demands and works closely with the mathematics, science, and electives departments. Throughout the year, assistant principals provide teachers with relevant data and meet with them for analysis and disaggregation for the purpose of enhancing student learning. The dean of students handles discipline, attendance, and transportation, as well as serving as athletics director. The lead teacher is responsible for magnet recruitment and processing applications, as well as serving as liaison to parent organizations, professional development, and the local Chamber of Commerce.

Each department is led by a chairperson but all department members are encouraged to contribute practices to ensure best delivery of our rigorous curriculum. For example, a language arts teacher presented and modeled strategies for implementing fishbowl discussions to further critical thinking in an organized and engaging format. Each grade level also has two team leaders who plan field trips and other activities. The Educational Excellence School Advisory Council (EESAC) is comprised of administrators, teachers, educational support employees, parents, students, and business and community representatives and is responsible for decision making related to the implementation of the School Improvement Plan (SIP). The EESAC's function is bringing together all stakeholders and involving them in decisions. Students also undertake leadership through Student Council, whose members are elected by the student body.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in the success of G. W. Carver Middle School has been collaborative planning among teachers. For each of the last 17 years, the school has achieved an “A” rating by the state of Florida. All teachers work together for the students’ common good. For nearly two decades, teachers in all subjects have met as a department each Tuesday and Thursday morning before school. Here department chairpersons share important information and coordinate grade-level and vertical planning by subject, and teachers share best practices. Teachers teach the same standards and content so that all students experience the same quality education. They also realize that it is essential to communicate with other grade levels to ensure that the progression of learning is maximized.

To begin, Language Arts teachers share a common booklist in each grade. This challenging list is adapted in the spring of each year for implementation the following school year. Teachers also work together to select two books for summer reading so that students begin the fall semester ready to write about and discuss those books. The centerpiece of the Language Arts classes is the yearly reading list, which is selected collaboratively. This list evolves to reflect relevant topics. For instance, sixth-grade teachers recently added books set in Africa and China to enhance the school’s global mission. Seventh-grade teachers added a book to teach gender equity. Eighth-grade teachers agreed to add selections that feature positive female protagonists.

Science teachers work together to design and implement a Science Advanced Plan, which not only covers assignments, homework, testing and labs but also reflects the accelerated curriculum as our students complete three years of comprehensive science in two school years. Science teachers also work to spearhead a greater emphasis in STEM to inspire students to consider science-related careers.

Collaboration is crucial in the foreign language program. Because all students take two foreign language classes yearly, the teachers of those courses must collaborate to reinforce skills and content. Advanced students in the International Studies program take the Advanced Placement foreign language exam as eighth-graders and teachers at all levels are cognizant of the demands and objectives of this challenging test and work to reinforce those reading, writing, listening, and speaking skills. Students in the International Education program take two foreign language courses simultaneously, one focused on conversation and the other on written language, and these two teachers work together daily, in some cases even sharing the same textbook.