

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Kiwana Yates

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

Official School Name George W. Carver Elementary School

(As it should appear in the official records)

School Mailing Address 1110 West Leigh Street

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

City Richmond State VA Zip Code+4 (9 digits total) 23220-3142

County Richmond City

Telephone (804) 780-6247 Fax (804) 780-8406

Web site/URL http://www.richmondpublicschools.k12.va.us E-mail kevans2@richmond.k12.va.us

Twitter Handle https://twitter.com/rps_schools Facebook Page http://facebook.com/richmondpublicscho
ols/ Google+ _____

YouTube/URL http://Youtube.com/user/rpsscho
ols Blog _____ Other Social Media Link _____

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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Dana Bedden E-mail dbedden@richmond.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richmond Public Schools Tel. (804) 780-7859

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jeffrey Bourne
(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.

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

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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 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.
9. 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.
10. 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.
11. 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 (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 45 K-12 schools
- 45 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 with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	39	31	70
K	54	48	102
1	52	43	95
2	49	31	80
3	38	36	74
4	28	34	62
5	37	40	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	297	263	560

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 94 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % 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 2014 – 2015 school year: 13%

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, 2014 until the end of the 2014-2015 school year	67
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1, 2014	560
(5) Total transferred students in row (3) divided by total students in row (4)	0.130
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 1 %
3 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 98 %
Total number students who qualify: 530

8. Students receiving special education services: 15 %
85 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>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>13</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>30</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>10</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 4
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	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	93%	93%	93%	94%	93%
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 2015.

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.

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

The mission of George Washington Carver Elementary School, an oasis of infinite possibilities for the Carver community, is to prepare students to become tomorrow's leaders by developing an intrinsic motivation for lifelong learning, that garners integrity, critical thinking skills, and engaged learning, developed by highly qualified, passionate educators in partnerships with families and community.

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

PART III – SUMMARY

George Washington Carver Elementary is located in Richmond, Virginia. Constructed in 1886, the school is named for the noted scientist, George Washington Carver (1864-1943). The school was originally called the Moore Street School because the sixteen-classroom, two-story brick building construction fronted Moore Street. In 1908-09, a ten-classroom annex was built. The more modern (1951) two story brick building, at 1110 West Leigh Street, comprised twenty classrooms, a cafeteria, a library, and an auditorium. The school's name was changed from Moore Street School to G.W. Carver Elementary School when the 1951 building was occupied. The most recent addition was completed in 1992. The addition allowed students housed in the Baker Street Annex to move on site.

The total enrollment of George Washington Carver is five hundred sixty, kindergarten through fifth grade. Ninety-six percent of the student population resides in the Gilpin Court area, the largest housing project from Maryland to Georgia. Our ethnic makeup consists of ninety-nine percent African-American, and one percent other. In lieu of the Community Eligibility Program (CEB), a provision from the Healthy, Hunger-Free Kids Act of 2010 that allow schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students, all students eat for free. Our school embraces diversity and recognizes a rich, educational experience that is inclusive and recognizes all cultural differences. We have been recognized with numerous awards, to include Title I Distinguished School 2014-2015, Title I Highly Distinguished School 2015-2016, REB Award for Distinguished Educational Leadership 2015-2016, and REB Award for Teaching Excellence 2015-2016.

George Washington Carver's school affirmation, "Who We Are" by Patricia Conn, became a daily testament for motivation for students and staff alike in 2005. We affirm, We are all learners, We are all teachers, We are all achievers, We care for each other, We work together in peace, We do our best ever day, We are writing beautiful life stories, We deserve love. We are a community of love. George Washington Carver is an educational mecca, staffed by innovative and trailblazing personnel. The all hands on deck mutual understanding allows for a commonality of our staff's overall purpose and vision for success. Students experience a safe and nurturing environment of teaching and learning. Our academic achievement comes from a structured climate of creativity and high expectations. Our overall goal is to promote life-long learners and global citizens. The methodology of our instruction is data driven with an emphasis on a variety of instructional practices to include cooperative learning, differentiated instruction, and reciprocal peer tutoring. We focus on student learning, as it is critical to our pedagogical approach. Our approach is one which influences students to think outside of the box and use their natural abilities to develop a knowledge base which will encourage life-long learning habits.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

George Washington Carver Elementary School’s core curriculum is Richmond Public School’s adaptation of the Standards of Learning (SOL) strands developed by the Virginia Department of Education (VDOE). Additionally, teachers and administrators at G.W. Carver continue to work collaboratively to develop the most effective curriculum plan for our students. Based on data from bi-weekly assessments and benchmark testing, we set goals tailored to our students. Teachers collaborate with instructional specialists to analyze data and create methods of addressing areas of weakness. To address the overarching strategy of meeting students where they are and building strong foundations in the core subjects of language arts, math, science, and social studies, the teachers at G.W. Carver reinforce the curriculum with experience and effective practice. The Backward Design method of planning has created an environment conducive to rigorous learning and consistent instruction. Our goals reflect what knowledge and learning experiences students will acquire in route to mastering content objectives.

Language Arts: Students at G.W. Carver are instructed using research based strategies that focus on developing reading, writing, speaking, listening, and language skills necessary to early language learners. Technology-based learning and digital print sources are introduced in the early grades and reinforced throughout with hopes of all students being familiar with all forms of text by grade five. The Benchmark Literacy program promotes differentiated reading instruction, scaffolding, and level appropriated assessments.

Math: At G.W. Carver, students in grades K – 2 are instructed using methods that support creating a strong foundation in number sense and computation. SOL objectives in grades K – 2 focus on promoting self-discovery and developing an understanding of the size of numbers. Essential understandings, as well as essential knowledge and skills, are developed through real-world connections, the use of multiple strategies to solve problems, and detailed explanations. Reflex Math, i-Ready, and IXL are a few of the programs used to enhance learning through the use of technology.

Science: The science curriculum at G.W. Carver focuses on exploration and experimentation. Projects and experiments that encourage students to think scientifically and use strategies discussed in the SOL are typical methods of assessment. In grades 3 -5, students use the scientific method and inquiry-based learning to develop a greater understanding of the content objectives. The science lab at G.W. Carver gives teachers the flexibility to create lessons that require students to move and use the hands-on approach to solve problems. SOL Pass and Gizmos are programs that have been tailored to our curriculum strands. Students are encouraged to use both digital and hands-on experiments to build a better understanding of the content.

History: The history and social studies curriculum at G.W. Carver teaches our students the study of history and how it relates to the state of Virginia and our country as a whole. Students explore geography skills through activities that foster real-world applications. Each grade level utilizes the integrated approach to meet content objectives. Map skills, diversity, economics, citizenship, historic figures, timelines, and national symbols are all elements addressed through the use of the VDOE curriculum strands. Students learn to read and comprehend informational literature while developing an understanding of the people and events that shaped our history.

Pre-K: The Pre-K program at G.W. Carver prepares students for kindergarten and ensures they have learned the basic requirements needed to begin kindergarten. Pre-K instructors understand that foundational learning is established in the early years; therefore, the program focuses on supporting and guiding four-year-olds through specific active learning experiences before they go to primary school. Pre-K students are encouraged to think and learn in ways that are fun and exciting. Home learning activities, field trips, and community service projects are just a few ways students learn the importance of school and a quality education. As each child grows and abilities increase, so does the activities. Teachers teach new ideas and skills that are relevant to the personal growth of each student. The Pre-K program directly connects to the K-12 curriculum and supports all SOL standards utilized in the early childhood education program.

2. Other Curriculum Areas:

The staff at George Washington Carver Elementary promotes the philosophy of high expectations for students as they strive to meet and exceed the curriculum standards set forth by the state of Virginia and National Standards. The teachers are believed to be the instructional experts and are given the support they need to make the best decisions for students in the area of instructional approaches and methods. Richmond Public Schools have amassed curriculum pacing resources in every subject for each grade level to assist teachers in planning and to guide instruction. At George Washington Carver, teachers are supported by a Title I Reading and Math teacher. Both provide support and share instructional material and additional strategies when required for various concepts. They also assist with analyzing data to enhance student instruction. Student progress is monitored on a weekly basis by teachers and a bi-weekly timeline by administration. Upon examination of the data, students are grouped so that they are provided with the instruction they need based upon the data. Students below one grade level are placed into small groups and work directly with the teacher for additional support. Students who fall two grade levels below are pulled out of class for additional instruction by reading and math tutors.

3. Instructional Methods and Interventions:

George Washington Carver faculty uses a variety of resources, strategies, and techniques in a team effort to prepare our individual students to become lifelong learners and contributing members of a successful community. We aim to reach the diverse and individual needs of each learner through deductive and inductive approaches to learning. Educators, parents, peers, tutors, and mentors share their experiences to promote the students' understanding and learning. The students at George Washington Carver are guided by a philosophy of high expectations, as they strive to meet the curriculum standards.

Our school uses the Virginia Standards of Learning, which is specific to each grade level. Teachers provide instruction one on one and with small groups. This is in addition to whole group instruction. The teachers use modeling, manipulatives, and inquiry based learning to meet the needs of all students, as well as a variety of instructional approaches. Our students receive additional services through the Carver Promise Program, where students are paired with a college student mentor.

Our school practices inclusion and pull out models to ensure that Exceptional Education students are receiving instruction in the least restrictive environment. Our tutors work with students in small groups using the push in approach to meet the needs of the students requiring additional assistance. Our teachers are dedicated to providing our students with a quality education. To this end, teachers meet weekly to collaborate on student needs, achievements, and will often use personal time before and after school to plan for instruction, and work with students. The teachers provide intellectually stimulating activities for both individual and whole group instruction. George Washington Carver Elementary is the highest performing school in the city of Richmond, VA.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

George Washington Carver Elementary School participates in the statewide Virginia Standards of Learning Assessment. Annually all students in grades 3-5 are assessed in Reading and Mathematics. In addition, third and fourth grade students are assessed in History. Third and fifth grade students are assessed in Science. There are four performance levels in this system: advanced, proficient, pass, and fail. Based on the school's 2015 SOL scores, 98% of students were proficient in Reading, 97% were proficient in Math, 100% in History, and 92% in Science. The school must meet increasing targets referred to as Annual Measurable Objectives (AMOs) in Reading and Mathematics. AMOs are met based upon test results from the most recent completed school year, and test results consist of a three-year average, or by reducing the rate by 10 percent. Our school met all AMO targets this year. George Washington Carver Elementary School earned the acknowledgement as a "high performing" school in 2015.

Teachers at George Washington Carver attend weekly instructional planning meetings. They meet within their grade levels during their planning times to analyze data, review the progress of their students, and discuss researched based strategies that will help students progress based on weekly, bi-weekly, and nine

week data. District wide Benchmark assessments have been developed to measure progress towards goals set forth in the Virginia Standards of Learning. Benchmark data is compiled biweekly using a matrix to identify students who may need more instruction on specific SOL strands.

Student achievement data and school goals are shared with parents, students, and community members during various events throughout the school year. These include our annual Open House, Back to School Night, Parent-Teacher Conference, Awards Ceremonies four times a year, Breakfast/Donuts for Dads, Pizza for Moms, Ice Cream Socials as well as other principal/teacher led workshops. Teachers also communicate academic achievement information to parents through Class Dojo, a behavior modification interface which allows parents to see a timeline of student progress. During the course of the year, teachers continuously review school goals and assessment data through staff meetings, in-service trainings, and grade level planning meetings. Working as a team, George Washington Carver Elementary School staff members use assessments and the data generated to set optimal learning goals for our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

It is the ethos of George Washington Carver Elementary School that all students deserve a quality education that will allow students to reach their highest academic and emotional goals. It is the interaction of students, parents, administrators, and strong community support that fosters an atmosphere where students reach their goals.

At George Washington Carver School, we look at the tangible aspects of the education we provide. From the moment one enters the building the atmosphere is welcoming. In the foyer one finds brightly colored T-shirts handcrafted by teachers on the walls stating our school's beliefs and goals. There is a Parent Information Center with the school's newsletters, pamphlets on parenting, and a school monthly calendar of events and meetings.

Every morning teachers station themselves at their classroom doors to greet students. This allows every student to know they are entering a safe and caring environment. Throughout the school day parents and community volunteers are seen walking in the halls where bulletin boards display student work and art projects. Parent and community volunteers are found in classrooms assisting teachers and helping students to meet their academic goals. In addition, you will find them attending special meetings orchestrated by the administration for events such as Donuts for Dads, Pizza for Moms and Math Family Fun Night.

Character building, kindness and respect are high priorities at George Washington Carver Elementary School. Using the Positive Intervention Behavior Strategies Program for effective school wide discipline there is an emphasis on teaching and demonstrating to students how to be kind and civil to all members of the Carver Community. Carver Bucks, to make purchases from the Carver Cart, school dances, and planned field trips are given to students when they consistently demonstrate school expectations.

At George Washington Carver Elementary School, our teachers feel valued and respected as educators with high scholarship. This is indicated to teachers by parents who seek advice and who entrust their children to our care daily for academic and emotional growth. Additionally, community stakeholders demonstrate they value the teachers by volunteering in the school, donating supplies and rewarding teachers with monetary awards. Our school leadership oversees all aspects of school life, plans activities for students, teachers and parents and is continuously a positive influence. Everyone is an integral part of George Washington Carver Elementary School and their dedication is matched by the motivation of the students and their praiseworthy achievements.

2. Engaging Families and Community:

G. W. Carver makes every effort to engage our students, their family members and our community. One of our most successful strategies is to invite our parents and community partners into the school for various activities throughout the school year. Events such as Breakfast for Dads, Pizza with a Purpose and Grandparent's Delight bring in as many as 125 family members at a time. Visitors are greeted warmly upon entrance into the school and commended for their part in the success of our students.

We also work closely with community partners to bridge the gaps between obstacles and success. One of our partners, Communities In Schools of Richmond, provides two onsite coordinators who are responsible for bringing in much needed resources and organizations to address the needs of the school. These include grief counselors for students who have lost a loved one, professional mental health services for students with extreme behavioral needs. In addition, Communities In Schools oversees the Carver Promise mentoring program, the largest school based program housed in one school in the state. This program brings in 350+ partners from our 4 local universities, Virginia Commonwealth University, Virginia Union, University of Richmond, and J. Sargeant Reynolds Community College. Local businesses (CarMax, Gen Worth, Capital One and more), who provide support in the form of monetary and in kind donations, volunteers to work with the students directly, as well as on the actual building itself for beautification

purposes. All of our partners have been deeply rooted in our school for years and have made a tremendous difference by exposing our families to opportunities they did not know existed and make our school the one place we all look forward to going to each and every day.

3. Professional Development:

George Washington Carver Elementary teachers and staff participate in annual district-wide professional development, as well as on-site professional development. District-wide professional development addresses the common needs of teachers to address deficits in which includes lesson plan writing, identified content instruction and district specific policies and procedures. In addition to improving student achievement, our teachers are dedicated to providing students with meaningful and engaging learning experiences. Research has shown that ongoing professional development keeps teachers abreast on subjects such as new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. We take a collaborative approach to coordinating on-site professional development opportunities by asking teachers for input on possible topics for sessions. Areas of need are based on results of team data meetings, teacher surveys, and administrative monitoring/needs assessment.

Based on analysis of student data, the areas of improvement include reading and math. Item analysis indicated a need to improve students' abilities in math facts, multi-step word problems, reading fluency, comprehension, and teacher's use of technology to enhance instruction. Building staff or instructional specialists are selected to share and train teachers. Participation is required for all professional development planned and executed at the district and building level. District wide professional development sessions focus on curriculum development, curriculum resources, and updated policies and procedures. There are two mandated dates at the beginning of each school year and additional sessions are offered throughout the school year. Presentation of on-site professional development is most often administered by George Washington Carver teachers and staff. We currently provide on-site professional development each week for 90 minutes. Presenters are required to provide research based material, sufficient materials, manage time allotted, and follow-up activities to allow for constructive feedback. Our teachers have benefited from professional development and have demonstrated increased motivating instruction and stronger working relationships.

Our teachers are consistently seeking opportunities to improve their professional practice. The teachers and staff at George Washington Carver believe in providing meaningful learning experiences and preparing our students to be globally competitive. Evidence of the effectiveness of professional development at George Washington Carver can be seen in our increased performance on SOL assessments and RPS assessments. Over the past two years, George Washington Carver has received recognition and accolades for outstanding academic achievement.

4. School Leadership:

G.W. Carver is a school filled with infinite possibilities. The school has many different factors which could possibly alter the manner in which effective leadership involves. Instead the school works collaboratively to meet student achievement. While there is a Principal and Assistant Principal who serve as the instructional leaders of the building, there are other valuable participants. The Superintendent sets the standards for how efficiently the schools should run. The community partners, stakeholders, teachers, staff and Principal work to set the culture and climate of Carver. The school is set up to run as a family where everyone has input in the decision making process. Staff meetings and Professional Development are fostered around the needs of the school. Every year the Administrators perform a Strength Weakness Opportunity Threat Assessment (S.W.O.T). The assessment is composed of academics, climate, facilities and staff morale. This enables the team to develop practices that best service the needs of the students. Staff members often communicate ideas about their research based inquiries with leadership. This has positively improved academic success.

Relationships are one of the most powerful tools established at G.W. Carver. Members of the Carver family exude intrinsic motivation to excel and implement innovative ideas for the benefit students. Quite often staff members work on projects as a grade level team and/or groups according to similarities to foster high

order thinking and inquiry based learning. Parents have become very involved and actively engaged within the school. On a monthly basis they are invited to participate in various activities. Parents/Guardians have the opportunity to share their ideas with the school for further input. Our parents are actively involved in Breakfast with Dads, Grandparents Delight, Muffins with Moms, Ice cream socials, Real Men Read, Book Fairs, School Plays and Carver Promise Mentors. The enthusiasm displayed by several parents has helped to increase parental involvement. Our parents are now more frequently using class dojo, newsletters and the Principal's Chat & Chew to participate in effective communication.

The needs of the students are the driving force for the school. We have a principal who is adamant in ensuring that student achievement is the main focus. We emphasize tiered instruction and meeting students according to their needs. In addition, our school district provides an abundance of instructional strategies to facilitate learning and provides support indefinitely. We are guided by the districts Academic Improvement Plan to guide the school's curriculum. G.W. Carver is a phenomenal school as evidenced by the successful outcomes of student achievement. The staff is dedicated and contributes endlessly to ensuring that school spirit is evident and students reach their academic, social and global learner potential.

Part VI – INDICATORS OF ACADEMIC SUCCESS

G.W. Carver is a school that focuses on the needs of the students. The teachers and staff are analytical and intentional about the type of instruction disbursed at all times. Carver is a school that requires a high level of energy and dedication towards our students. The staff knows that the students thoroughly depend on them and need intense instruction. As a result, the individuals who are employed at the school are here because they want to be. They are vested in changing the lives of young individuals.

Academically, we find ways in which to ensure that all learning modalities are reached. There is not one particular way to teach the content and curriculum. At this school, staff members are collectively planning units and instructional strategies which scaffold at each grade level. It is a regular routine to see teachers conducting peer observations, going to another grade level to teach a subject or subject(s) that have mastered. This strategy helps to form the culture of teamwork and buy in from staff.

Our teachers are constantly supporting the students by attending the extracurricular activities that the students participate in; basketball, cheering, football and baseball. Along with volunteering their personal time to tutor students and provide the support that many of them do not have, staff members relate academics to real life practices.

Data is the driving force at G.W. Carver. It is analyzed bi-weekly to look for trends and instructional patterns. Administrators use data to foster student leaning and encourage growth. The students are taught how to use and understand what their data means and become accountable.

The cohesiveness between the leaders, staff, parents and community partners is what makes the G.W. Carver stand out from everyone else. The motto that the school references is “The Jewel in the Carver Community”. A jewel is precious and valued. Carver is unique in which teachers find ways to enrich academics while cautiously meeting the social and emotional needs of the students as well. Academic excellence is a non-negotiable at Carver.