

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

[X] Public or [] Non-public

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

Name of Principal Ms. Karen E. H. Steele

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

Official School Name George Washington Carver Center for Arts and Technology

(As it should appear in the official records)

School Mailing Address 938 York Road

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

City Towson State MD Zip Code+4 (9 digits total) 21204-2513

County Baltimore County

Telephone (410) 887-2775 Fax (410) 769-9114

Web site/URL http://carverhs.bcps.org E-mail ksteele@bcps.org

Twitter Handle

https://twitter.com/GWCCAT Facebook Page _____ Google+ _____

Other Social Media Link

YouTube/URL _____ Blog _____ http://instagram.com/GWCCAT

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*Dr. S. Dallas Dance E-mail ddance@bcps.org

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

District Name Baltimore County Public Schools Tel. (443) 809-4554

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 Mr. Charles McDaniels

(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. 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):
- 108 Elementary schools (includes K-8)
 - 310 Middle/Junior high schools
 - 28 High schools
 - 167 K-12 schools
- 613 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	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	0	0	0
7	0	0	0
8	0	0	0
9	70	158	228
10	57	169	226
11	66	143	209
12 or higher	66	145	211
Total Students	259	615	874

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 36 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 5 % 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: 11%

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	52
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	91
(4) Total number of students in the school as of October 1, 2014	853
(5) Total transferred students in row (3) divided by total students in row (4)	0.107
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 15 %
Total number students who qualify: 130

8. Students receiving special education services: 2 %
18 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.

- 5 Autism
- 1 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 5 Other Health Impaired
- 5 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 2 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 10
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	66
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
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 11:1

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	99%	95%	95%	96%	95%
High school graduation rate	100%	100%	97%	100%	93%

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	189
Enrolled in a 4-year college or university	79%
Enrolled in a community college	12%
Enrolled in career/technical training program	2%
Found employment	2%
Joined the military or other public service	0%
Other	5%

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.

Carver Center Community cultivates life-long learners whose passion for their craft empowers them to be creative, successful, inspiring contributors and leaders in the world.

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

The magnet coordinator targets communities that are under-represented in order to ensure equity and access for all. Prospective students have numerous opportunities to attend Carver Center's events: American Education Week, plays, dance performances, coffeehouse readings, and art exhibits. Carver Center hosts an open house and participates in a Magnet Expo so that interested families may experience Carver Center. Applicants must adhere to the BCPS magnet process and application guidelines. Students qualify for admission to Carver Center by competitive auditions that measure talent, interest, and potential in a magnet program. Carver Center does not consider a prospective student's grades, test scores, discipline, or attendance during the application process. If the number of qualified applicants exceeds the number of available seats in a magnet program, seats are filled in the following sequence: 1. Available seats are first filled with priority placements. 2. A random lottery is conducted to fill all remaining available seats and to generate a wait list.

PART III – SUMMARY

Carver Center, a countywide magnet school dedicated to the integration of arts, technology, and academics, was created in 1993 to improve student achievement and accomplish voluntary school desegregation. Carver Center is a countywide school offering college preparatory curricula and rigorous courses of study for students in grades 9-12. Carver Center is located in Towson, Maryland, and draws from all 682 square miles of Baltimore County. Twenty-three years since its inception, Carver Center is a model magnet school, attracting students from all socio-economic, ethnic, and academic backgrounds.

Carver Center's enrollment has consistently grown since 2006. Today, Carver Center's total minority enrollment is more than 51% of the entire school's population, and female enrollment is 70%. In fact, disaggregated enrollment shows the African-American, Asian, multi-racial, and female populations to be the highest since Carver Center's inception. In this thriving, diverse community, students collaborate, thereby increasing their social understanding and cohesiveness in a safe learning environment.

The faculty is comprised of outstanding teachers and practicing artist-educators who are highly qualified in their content areas. Carver Center models a tradition of excellence and a culture of collaboration and respect. Each member of the faculty and staff believes it is his or her responsibility to empower students to change the world. Carver Center's academic program provides a range of advanced placement, gifted and talented, honors, and standard courses. Curriculum delivery features 90-minute class periods. Students earn more than 30 high school course credits.

By immersing students in challenging and rigorous programs implemented through the fusion of academics, evolving technologies, and professional experiences, faculty and staff provide a supportive community for students. Our students are passionate, dedicated, and talented, with a keen interest in arts and technology. Upon graduation, students are prepared to make informed education and career choices. The faculty works independently, as departments, and across disciplines to develop curriculum and philosophy to advance theory and practice beyond that of any traditional secondary school. A successful program translates into high academic achievement, high graduation rates, low drop-out rates, and scholastic opportunities for students. On average, Carver Center students consistently score above their peers at the district, state, and national levels, thus earning entrance into the best colleges, universities, art institutes, conservatories, and career programs. Over \$100 million in scholarships were awarded since 1997.

In its 23 year history, Carver Center has won local, statewide, national, and worldwide acclaim for the excellence and strength of its programs and the success, achievement, and recognition of students and faculty. Carver Center counts among its alumni 6 Scholastics Art and Writing Gold Portfolio winners, 9 Presidential Scholars in the Arts, 170 YoungArts winners, 571 AP Scholars, 24 National Merit Finalists, and 8 National Achievement Scholars.

The numbers of works by Carver Center students that hang at the Maryland State Department of Education and at nationally known galleries and museums are a testament to the talent of Carver Center's students and the quality of its teachers. Carver Center is a National Magnet School of Distinction and a National Magnet School of Merit. It has been recognized by Newsweek magazine as one of the top 5% of the nation's schools for the last ten years. The National Foundation for the Advancement of the Arts has named Carver Center one of the top 5 visual arts programs in the country, and the president of NFAA said, "For excellence in visual arts, go to Carver." In 2005 The College Board named Carver Center's Advanced Placement Studio Art course the strongest in the world for a school of its size. In 2009 Carver Center was named a John F. Kennedy Center for the Performing Arts National School of Distinction in Arts Education, followed by Arts Schools Network's Outstanding Art School in 2010, and Arts Schools Network Exemplary School in 2014. A new Carver Center facility opened in August 2012 with a Silver LEED rating. The facility has individual painting studios, proscenium theatre, black box theatre, black and white photography studios, state-of-the-art IT computer labs, digital art, digital filmmaking, gallery, and outdoor amphitheatre.

The Carver Center Foundation is an independent non-profit 501C3 organization charged with providing support and resources to promote student achievement. The Carver Center Foundation is comprised of

parents, faculty, alumni, and community friends who organize, coordinate, fundraise and advocate for Carver Center's collective benefit, increasing public awareness of our unique educational experience and value to the community. The Carver Center Foundation holds the Carver Celebration, an exciting annual event that showcases all of our programs. In addition, there is a silent auction and art auction. Culinary students work alongside prominent local chef's to prepare a feast of international cuisine. Since 2002 Carver Celebration has raised over \$150,000 to support the mission of Carver Center.

Respect. Understanding. Openness. Support. This is what makes us so proud to be here each and every day. That is what makes Carver Center an exemplary school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The four core departments implement curriculums designed by their respective BCPS curriculum offices - Office of Language Arts, Office of Mathematics, Office of Science, and Office of Social Studies – and are aligned with the Maryland Content Standards. Instruction is student-centered, relevant, rigorous, and it provides student opportunities to apply knowledge and skills required of successful adults. All lessons are personalized and customized to meet the needs of each student. By immersing students in challenging and rigorous programs, implemented through the fusion of their magnet programs, academics, evolving technologies, and professional experiences, Carver Center prepares students to make informed future education and career choices.

In Maryland “College and Career Readiness” is defined as “ready to take a credit-bearing course in college.” Carver Center’s school-wide goals are focused upon PSAT achievement, SAT achievement, and all students taking and passing one Advanced Placement course prior to graduation. Each teacher has Student Learning Outcomes that are focused on each of these goals to ensure they are supporting students in their efforts to be college and career ready. AP Potential, PSAT 8/9, and PSAT 10/11 are used to identify students who may be reluctant to consider advanced coursework and AP courses. If a student is not college and career ready at the end of grade 11, the student enrolls in SAT Prep-Critical Reading and Writing or in Khan Academy online modules.

The English curriculum provides students with opportunities for creative expression based on their capacities and interests. Courses are taught through meaningful experiences with literature, language techniques, and literary forms used by accomplished writers and the significant themes that reflect the human condition. Students learn to listen attentively and to evaluate what they hear, which helps develop reading skills, allowing students to use reading as an instrument of personal achievement, enlightenment, and enjoyment throughout life. Multiple levels of English 9-12 from honors to AP are offered at Carver Center.

The Mathematics curriculum integrates cutting-edge technology into an application-based mathematical program, building the foundation for students interested in science, engineering, and applied and pure mathematics. Teachers create an instructional environment for students to gain an appreciation of mathematics and to understand how mathematics is a viable subject connected to all aspects of everyday life. Students are required to earn four credits in mathematics, Algebra I, Geometry, and Algebra II in order to meet the University of Maryland System entrance requirements. Multiple levels of mathematics from standard to AP are offered at Carver Center.

The Science curriculum is designed to enhance achievement for all students in science. The teachers are committed to making science engaging, active, and relevant to meet the needs of every student. Teachers understand that the best way to learn is through personal discovery. Scientific inquiry is the hallmark of science instruction at Carver Center. Because it is also the goal to create lifelong learners, everyone works toward helping students develop an appreciation for the body of knowledge known as science and an understanding of how to apply it to everyday life. Multiple levels of biology, chemistry, and physics from honors to AP are offered at Carver Center, as well as electives that support students in their magnet programs such as Anatomy and Physiology.

The Social Studies curriculum provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. To that end, social studies instruction is based on content that draws upon appropriate elements of the human and environmental condition, and it supports intellectual integrity, and facilitates the development of skills and processing. An effective social studies program ensures the academic

development of students through appropriate balances between domestic and global contexts, between skills and concepts, between the present and past, and among the disciplines employed. Multiple levels of American Government, World History, United States History, and Economics & Public Issues from honors to AP are offered at Carver Center.

2. Other Curriculum Areas:

Three Career and Technology Education (CTE) magnet programs in Carpentry, Cosmetology, and Culinary offer students the opportunity to pursue a technical and academic program leading to postsecondary education and industry credentials. Each program enrolls 20 student in each grade level who learn the skills, safety judgments, and safety work habits in their respective magnet program, and earn between 6 and 12 credits.

A fourth CTE program in Information Technology/Interactive Media Production enrolls 24 students in each grade level. Students learn all aspects of Computer Science as well as website development, internet technology, computer graphics, digital media and entertainment production, and project management. AP Computer Science Principles and AP Computer Science A are part of the magnet program completer. Students earn 8 credits.

The six arts magnet programs in Acting, Dance, Design and Production, Literary Arts, Visual Arts, and Vocal Music offer students a rich arts curriculum and encourage a culture of artistic thinking, learning, creative production, and achievement of excellence. Students earn a minimum of 8 credits in their magnet program and have the opportunity to participate in internships. Guest artists, and artists-in-residence enhance student experiences.

Acting and Design & Production enrolls 34 students in each grade level. The department establishes a class environment that functions as a theatre company. Acting students study a curriculum that includes movement, acting techniques, audition process, and directing, while Design and Production students focus on live stage production work with sound, lighting, set design and construction, costume design, and theatre/stage management.

With 28 students in each grade level, the Dance curriculum emphasizes rigorous training in ballet and modern techniques. Students develop skills in dance composition, labanotation, repertory, choreography, production, performance, and criticism.

Literary Arts enrolls 15 students in each grade level. Students develop originality and style in writing through serious reading, writing, thinking, observation, practice, and discipline. Students study an enriched and sequential set of literary experiences in an atmosphere that celebrates the diversity of human perspectives, that promotes lively exchange of ideas, and that nurtures the development of each writer's voice, culminating with the completion of a senior thesis project.

Visual Arts enrolls 70 students at each grade level. The Visual Arts Department provides instruction in sculpture, photography, digital art, painting, and digital film. A rigorous drawing regimen in the Renaissance tradition is taught through all four years. Anatomy presentations provide students a strong foundation for drawing and painting figure models. Senior-year visual art students take AP Art Studio, and use their acquired skills in individual art shows.

Vocal Music enrolls 16 students at each grade level. Vocal prepares students for solo and ensemble performances in a variety of musical genres including opera and musical theatre. Course work includes vocal fundamentals and technique, sight reading, music history, criticism, and AP Music Theory. State-of-the-art technology is used to enhance the students' singing abilities. Students perform at local community functions, the County Executive's Holiday Celebration, local Veteran's Day functions, and the Towson Women's Club.

Physical Education/Health, Technology Education, and World Languages are graduation requirements. Students take 1.5 credits of Physical Education/Health, 1.0 credits of Technology Education, and 2.0 credits

of World Languages.

All students take Physical Education in grade 09 and Health in grades 10-12. Electives are also available. Students focus on the skills and knowledge to promote lifelong fitness. The curriculum is aligned with national and state standards and is designed to educate students to improve, maintain, and enhance their personal health and wellness.

All students take Technology Education in either 11th or 12th grade. Student learning focuses on the design process and its application. Through hands-on projects, students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students use industry standard 3D modeling software and 3D printers. Topics include mechanisms, energy, statics, materials, and kinematics.

The World Language Department provides instruction in French and Spanish, levels 1 through AP 6. Students communicate in spoken and written language while developing their listening, speaking, reading, and writing skills. Students study the history, literature, music, art, political systems, and social institutions of associated countries. AP Spanish and AP French include an in-depth study of the structure, vocabulary, and culture of the language along with the processes necessary for success on the exam.

3. Instructional Methods and Interventions:

Carver Center opened in 1993-1994 to create an educational environment which promoted, celebrated, and fostered curriculum integration, cultural and ethnic diversity, and student achievement. We provide a supportive community for students with talent and interest in arts and technology, and prepare them for college and career choices by immersing them in rigorous programs implemented through the fusion of arts, technology, academics, and field experiences.

Academic instruction incorporates real-world examples to demonstrate relevance between academics and art/technology. A rigorous college-preparatory curriculum, combined with challenging courses in arts and technology, foster students' ability to question, analyze, and problem solve, ensuring they are fully prepared for college and career. The Carver Center community shares a common vision and belief in respect, cross-disciplinary experiences, talent, challenging expectations, intellectual curiosity, diversity, field experiences, partnerships, self-directed and lifelong learning, performance, and critique. There is strong teacher-student-parent communication. Paraprofessionals and special educators provide in-class support to students.

Achievement data in 2007 suggested the need to support students transitioning to high school. We turned our focus towards the research of Allensworth and Easton on predictors of high school graduation. Using on-track indicators and 30-day attendance to support grade 09 students, data is analyzed and students are identified for intervention. Teams are held which include parents, student, Assistant Principal, School Counselor, and as appropriate, PPW, School Psychologist, School Social Worker, and School Nurse to personalize support. Team members monitor and connect with the identified students regularly. Attendance and grades continue to be monitored in grades 10-12; necessary interventions are developed as needed.

Social Studies and English departments created a Grade 09 academic transition program. Since Carver Center is represented by over 40 middle schools, students come with varied academic backgrounds. These departments collaborated to create a program focusing on skills and behaviors necessary for successful learning.

Assistant Principals created a Grade 09 social transition program. This program focuses on respect, conflict resolution, and bullying and harassment.

In 2009 the program was expanded to include a heightened focus on students' Adverse Childhood Experiences (ACE). Administrators realized a large percentage of our students suffered from multiple ACEs as outlined in the CDC report. We implemented a Refocus Room, a place where students can heal through counseling, restorative practices, goal-setting, and academic support. In 2014 this effort was deepened to provide Restorative Practices training to all faculty and staff to support school-wide implementation.

All of these interventions provide social and emotional support to our students as the foundation for their high levels of achievement, graduation, and scholarship rate.

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

Assessment results on AP exams, PSAT/SAT, HSAs, PARCC, Countywide exams, and final course grades are incorporated into the School Progress Plan's Needs Assessment. Data is available to faculty and staff to help guide long-range planning and instruction. Students and parents serving as members of the School Progress Plan Team are given the opportunity to analyze data and make recommendations for school improvement. Reports and a letter of explanation of results for state and College Board assessments are issued to each student/parent. Teachers receive student scores and make informed decisions for instruction. Overall scores for Carver Center and the school system are published in BCPS and other news publications. Score explanations are included in every individual report.

Before students begin their first day of classes, they have already experienced what assessments in their prime will look like at Carver Center. Beginning with their magnet audition, students are assessed on their talent or propensity for talent.

PSAT/NMSQ assessments are administered each October to students in grades 9-11. Since PSAT is the entry point to their pathway for college readiness, we work with our students throughout the academic year to identify areas for growth so that each of them is ready for college upon graduation from high school. In daily lessons leading up to the PSAT, English and Math teachers reinforce strategies and skills. The SOAS is used to inform teachers of students' weaknesses so instruction can be adjusted accordingly. School counselors share test results with students in order to help them choose courses for the upcoming years. AP potential data is shared with faculty and counselors to encourage students to take rigorous courses for college and career readiness.

SATs are administered throughout the school year. All Carver Center juniors take the SAT in April during the school day. To ensure student success SAT-style thinking is infused across the disciplines. In addition, Breakfast Club, SAT Cram Session, and Mock SAT are offered before the exam. Math and English teachers work on specific SAT test taking skills and strategies.

PARCC Tests occur when students are enrolled in Algebra 1 and English 10; and Maryland High School Assessments for students enrolled in Biology and American Government. Instruction for these courses is based on Common Core standards and is individualized by teachers to support students in critical thinking skills.

Teacher-made assessments reflect Carver Center's focus on students as creative and adaptive thinkers. They range from portfolio reviews, Socratic Seminars, writing and publishing novels, creation of culinary meals, research projects, and more.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Carver Center is a supportive school community where learning is a collaborative process that requires the participation of all stakeholders. In order to prepare students for unpredictable life situations, we help them become adaptive and creative thinkers. As educators, we make daily choices to ensure deep understanding that leads to mastery, relevant learning, and positive relationships. We look for ways to grow our programs, collaborations, and opportunities for students, faculty, and staff to succeed.

The Carver Center faculty and staff try never to forget that they are people dealing with people, and the collaboration, respect, and tradition of excellence that are the hallmarks of the Carver Center culture are the result of their commitment, of their devotion, and of their belief in the students. They are supported as the professionals that they are. They receive 90-minutes of planning time during the school day, 30 minutes of lunch, and no duties during regular school hours. They are trusted to carry out their jobs and responsibilities in a professional manner and are encouraged to identify solutions to problems and search out feedback and input rather than presenting problems. This is true when it comes to student behavior as well as school improvement. They have a voice in their own professional development. Our new facility which opened in August 2012 was a labor of love for each faculty and staff member, as they worked with designers, architects, and contractors to ensure the creation of a unique, inspiring and energetic atmosphere of the interactive, ‘hands on’ educational philosophy. They are supported, valued, and celebrated for being humans and not just teachers.

One of Carver Center’s core beliefs is that students flourish in a creative and supportive community. We have created mechanisms to ensure that students are successful regardless of previous schools and/or adverse childhood experiences. These mechanisms include coach classes, transition programs, and peer tutoring. In the Advisory Program students meet in groups with advisors to discuss academic, social, and emotional needs. Topics have ranged from stress and time management to creating a four year plan. Students often share their concerns about life and young adulthood. Students are recognized for excellence in academics, primes, athletics, and co-curricular activities, and are entrusted with leadership roles in events such as school dances, pep rallies, and school-wide celebrations.

When visitors enter the hallways, they say, “It feels different here.” This “difference” is a result of openness and respect. Everyone shows respect for themselves, their work, and the works of others.

2. Engaging Families and Community:

Without family engagement Carver Center students would not be able to mount the professional productions, performances, and receptions that give them a scholarly venue in which to grow, master, and celebrate their accomplishments. While transportation is provided to Carver Center students by BCPS, families find it necessary to provide alternative transportation home at the end of the school day as most students remain at school for athletics, clubs, performances, and rehearsals. Parents work with student actors/designers in the design, construction, rehearsal, and performance processes for theatre productions. Parents help plan and implement Carver Center’s annual “Fresh Produce” student art fundraiser which raises \$10,000 each year to pay for fieldtrips and art supplies for students in financial need. Parents even serve as models for their visual art student and chaperone field trips in all departments.

Parents are also an integral part of the Carver Center Foundation (CCF), serving on CCF Board and on its Parent Committee, Sports Boosters, and Alumni Association. This independent 501C3 foundation comprised of parents, students, faculty, and community members provides support and resources to assist Carver Center in the continued advancement of our exceptional and unique programming and to promote student achievement. CCF works to provide supplemental funds for our programs and activities; to increase public awareness and support of our unique educational experience and value to the community; to provide appropriate stewardship of all philanthropic gifts; to award scholarships annually to students furthering their educational opportunities; and to perpetuate our tradition of excellence, and culture of

respect and collaboration. CCF's annual fundraiser, the Carver Celebration, provides a unique opportunity to exhibit students' creative energy in all of the magnet programs and departments. During Carver Celebration, guests participate in a silent auction that features original artwork by students, alumni, and faculty. Carver Celebration raises upwards of \$30,000, and in turn, CCF has provided over \$150,000 to support student achievement and continued student success through professional study grants to faculty/staff, financial support to clubs/organizations, travel to state and national competitions, and financial support to departments for instructional materials.

We believe that to make informed future education and career choices students must engage in real-world experiences within the greater Baltimore community and beyond. We collaborate with over 64 community partners ranging from Goucher College to Carpenters District Council Local Union 10 to Hippodrome Theatre to provide these opportunities for students. Guest artists and artists in residence in the magnet programs also enhance student learning.

3. Professional Development:

Carver Center's administration provides professional development for faculty and staff on effective pedagogical practices. The administration supports the faculty and staff in incorporating arts, academics, and technology into daily lessons.

Faculty are provided collaborative time in order to develop cross-disciplinary lessons, co-teach, and reflect on the collaboration process. Prior to the academic year, a team meets to review School Progress Plan goals which leads to the design of a professional development calendar with a range of topics to support teachers in reaching school goals and Student Learning Outcomes. Topics have included the Redesigned PSAT and how to interpret results and customize supports, the Redesigned SAT and College Board/Khan Academy SAT Prep Partnership, mentoring skills for working with students, grading to support learning, AP Open House, and using math across the curriculum. Professional development sessions are led by chairpersons, teachers, and outside experts.

Formal professional development takes place in department, Leadership Team, Interdisciplinary Team, and Faculty and Staff meetings. Interdisciplinary Teams provide grade-level teachers the opportunity to discuss student needs. A designated staff member provides personalized professional development to help faculty integrate new technologies and move toward student-driven learning.

In the artist-educator model, artists seek opportunities in the professional world that can be incorporated into their teaching. All prime teachers at Carver Center maintain their professional status by exhibiting, performing, dancing, and conducting in professional settings. These activities foster real-world connections, adding greater breadth and depth to lessons in the classroom.

Newly hired faculty participate in the New Teacher to Carver Center Workshop Series. They are provided a full day of "prime observation" to expose them to the magnet programs. This effort lays the foundation for collaboration and integration. School-wide performances, literary magazines, the school newspaper, and coffeehouses showcase the interdisciplinary spirit of Carver Center. All faculty are invested in arts education, giving them a broader view of students as creators.

The administration supports professional development experiences for faculty and staff. The principal informs the faculty and staff of opportunities available within BCPS and MSDE, as well as with other partners such as AEMS, ASN, MSA, and College Board. Faculty have participated in Surdna Grants, Fulbright Grants, National Endowment for the Humanities grants, and AP Examinations.

4. School Leadership:

Carver Center's leadership philosophy centers on students. Decisions revolve around one question: Is this in the best interest of the students? This question plays out in academics, primes, sports, and co-curricular activities.

Administrators do not mandate methods faculty use to implement the BCPS curriculum. The leadership entrusts teachers to design instruction that best fits students' needs, especially in magnet courses. Using state and county standards, teachers plan lessons to challenge and engage students. Magnet programs are incorporated into academics and vice versa. Teachers do not expect the administration to tell them what to do; instead, teachers approach administrators with solutions and feedback, a practice that in return is modeled by students.

The administrative team meets each Monday morning to review the week ahead and reflect upon instructional needs. A Leadership Team comprised of administrators, department chairs, athletic director, cultural services director, professional development teacher, and magnet coordinator meets monthly to discuss topics to ensure student growth and success. Past topics have included using PSAT results and preparing students to take at least one AP course before graduation.

The observation process is a true professional development opportunity. Teachers, department chairpersons, and administrators engage in purposeful post-observation conversations. The administrators pose questions to help teachers dig deeper into their planning process and instructional decisions.

Ideas for clubs and organizations come from the student body, faculty, and staff. The result is community commitment to all of our clubs and organizations. New ideas are always welcome! Students are asked for ideas and entrusted to design the plan for such ideas. One example is the student pep rally. After a 12-year hiatus, students wanted to celebrate sports teams, so they designed an event to recognize the accomplishments of student athletes.

Faculty members are thoughtful in their decision making when it comes to student success and preparation for life after high school. For example, in order to best prepare students for higher education in Visual Arts, a figure sculpture and figure painting class is offered, the sole course of its kind in BCPS. Main stage productions have included shows, such as *Rent* and *Big Love*, which are not seen on other high school stages. These productions are an extension of the daily instruction and are not produced for shock-value. As a result, students are admitted into the best colleges, universities, and conservatories in the country. Alums share their amazement and gratitude at how well prepared they were for their first year of college.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The one practice that Carver Center uses that makes it so successful is that it is a magnet school based upon a mission driven collaborative. Carver Center's mission was created through consensus building in 1993 that involved students, faculty and staff, community and Board of Education members. It has been reviewed over the years to ensure it remains vibrant, and reflective of the school. The mission is the reason behind every decision – instructional, administrative, financial, and organizational. It has been embraced as a clear statement of the school's purpose by all stakeholders.

The collaborative is real. The community comes together to combine their strengths and strengthen their weaknesses in order to accomplish Carver Center's mission and vision. We try never to forget that we are people dealing with people, and the collaboration that is the hallmark of the Carver Center mission, and the respect and tradition of excellence that are the hallmarks of the Carver Center culture are the result of our commitment, devotion, and belief in our students. We respond to students by providing them with information to further their passion for academics, arts, and technology. When the students realize all of the possibilities that are available to them we provide them the resources to get there. We search out ways to build up each student and to strengthen their knowledge, skills, and abilities so that they can actualize their dreams after Carver Center.

Students are focused and committed. They are brave in their willingness to leave home communities and travel to Carver Center. Students challenge us to find creative new ways to engage them. Each family's commitment to Carver Center is equally strong. They are an important part of the collaborative because their support is based on their faith, confidence in, and devotion to, their student. Community connections offer diverse experiences for students, as we maintain connections with numerous nationwide companies, galleries, and festivals. We establish relationships with veterans, nursing home residents, children, and at-risk population.

Carver Center offers impressive results: 100% graduation rate, \$13.1 million scholarship, 91% 2 or 4 year college enrollment and 88.8% of AP Scores qualifying students for college credit. Graduates are recognized as Ben Carson, Ron Brown, H. Robert Byrd, National Merit, National Achievement, and Maria Walsh Sharpe scholars; (6) Scholastics Art and Writing Gold Portfolio winners, (9) Presidential in the Arts, (170) YoungArts winners, (571) AP Scholars. They are published authors; filmmakers; art professors, recipients of Fulbright Foundation Grants; members of professional dance companies; co-stars in nationally recognized television, films, and movies.