

Miami-Dade County Public Schools

Barbara Goleman Senior High



2015-16 School Improvement Plan

Barbara Goleman Senior High

14100 NW 89TH AVE, Miami Lakes, FL 33018

<http://bghs.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Barbara Goleman Senior High School will foster a collaborative environment for our diverse student population, faculty, staff, parents, and community. Through a challenging and comprehensive curriculum, our students will gain the skills and knowledge needed to become active members of society while achieving their personal, academic, and career goals.

Provide the school's vision statement

Barbara Goleman Senior High School will be a model for schools throughout the nation. Teachers, students, and community members will work as one in order to engender an atmosphere that nurtures the mind, body, and spirit. The Barbara Goleman Senior High School family is extremely proud of the accomplishments and philosophy of the school's namesake and will continue to honor Ms. Goleman by emulating her commitment to excellence

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures and builds relationships between teachers and students, in part, through the daily interactions teachers have with students in and out of the classrooms. Through interactive and innovated lessons, and effective communication, teachers are able to build strong relationships and rapport with students; these relationships are built on trust, mutual respect, and cooperation. Additionally, the school offers various activities and events that celebrate a diversified learning and culture. The school will also promote the District's "Values Matters" initiative by highlighting different values throughout the school year in a variety of interactive activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Barbara Goleman Senior High School fosters an environment where students feel safe and respected at all times, including before, during, and after school. The school has adapted a zero-tolerance policy when it comes to cases of bullying, violence, and negative behavior. Students are constantly reminded of the importance of respecting each other. Teachers, within their curriculum, often discuss the importance of self-respect, self-worth, and self-awareness. Additionally, school security personnel, administrators, and school support staff are visible throughout the building to ensure students are safe and in an environment that is conducive to learning and academic growth. In the event where a student does not feel safe and/or respected, he/she has the ability to immediately speak to a counselor or administrator.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Barbara Goleman Senior High School adheres to a school-wide behavioral system to minimize student distractions and increase student achievement. Students are expected to attend class, on time, and be prepared for learning at the beginning of each class period. In the event that a student is

disruptive, the designated administrator is to be made aware of the situation to address the situation and enact progressive discipline. Students who violate the Code of Student Conduct will receive the appropriate disciplinary action, including parent/teacher conferences, detentions, Saturday school, and/or indoor/outdoor suspensions. School administrators and support personnel review the disciplinary actions to be used prior to the start of the school year to evaluate disciplinary methods and agree to consistency.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students are being met through a variety of services and resources available to the entire student body. The Student Services department provides a multitude of counseling services to all students at Barbara Goleman Senior High School. For example, counselors regularly meet with students to discuss their emotional, social, and academic well beings. Students attend an "Opening of School" grade-level orientation where academic requirements and expectations are shared. Additionally, the TRUST counselor offers individual and group counseling sessions to students who are emotionally vulnerable. Many of the school's various extracurricular organizations provide mentoring services for students, such as Best Buddies, Key Club, and honor societies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system include interventions to ensure that students are progressing academically, including reducing absenteeism. Periodically, the administrative staff and the Student Services Department meet to review cases that concern students who are not meeting academic expectations. The staff downloads reports from the District grade book that denote students who are failing courses. Counselors and grade-level administrators meet with students and parents to place academically struggling students on attendance and academic contracts. Students are also encouraged to attend tutoring services and use online support software, such as Reading Plus and other remedial programs to increase skills and knowledge. Additionally, students are issued Weekly Progress Reports that they must submit to their counselor after parent's have reviewed and signed acknowledgement of receipt. The staff also monitors the school's daily attendance bulletin for truant cases; students with high absenteeism are referred to their counselor, administrator, TRUST counselor, and, in severe cases, the social worker.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	107	108	58	12	285
Level 1 on statewide assessment	100	78	34	4	216

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include: The Student Services Department and administrative staff review daily the "Attendance Bulletin" to identify students who exhibit a pattern of absenteeism. These students receive phone calls to parents and are placed on an attendance contract; if students continue to accumulate absences they will be referred to the school's social worker for further mediation. The TRUST counselor also meets with all students who receive indoor/outdoor suspension and develops an action plan with the student to curtail future negative behavior. Also, students who fail one or more courses are encouraged to attend tutoring services and enroll in virtual school and/or Adult Education school to recover failing course. Students who receive a Level 1 or 2 on statewide reading assessments, are enrolled in remedial courses that address reading deficiencies; these students are also encouraged to attend tutoring services. Furthermore, counselors meet with students who have failed a course to discuss an intervention plan; counselors and the administrative staff conduct teacher-parent conferences to discuss academic progress; students with failing grades and/or potentially failing a course are placed on a Weekly Progress Report by their respective administrator.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Barbara Goleman Senior High School provides parents the opportunity to visit the campus to discuss various topics that are pertinent to the success of their child. Topics include: graduation requirements, standardized testing, articulation process, magnet opportunities, and school safety. The school has an active PTSA that meets monthly and hosts various workshops and community events for parents, students, and community members. All parents are invited to attend these meetings to learn about upcoming events and activities. The school participates in the District's Open House and hosts various magnet fairs, social events, and orientations throughout the school year to inform parents about the course offerings and activities at the school. The school will continue to foster parental involvement to increase student success.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community through its monthly EESAC meetings, where community members are sitting/voting board members who learn about current activities at the school. Additionally, the school's various extracurricular programs promote partnerships

with the local community who often share and contribute their resources to support student achievement. For example, the school's Key Club has a healthy partnership with the Town of Miami Lakes' local Kiwanis chapter where both groups support each other's ventures.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hernandez, Joaquin	Principal
Inza, Robert	Assistant Principal
Hevia, Lizette	Assistant Principal
Rodriguez, Gisela	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)

Joaquin P. Hernandez, Principal, Lizette Hevia, Assistant Principal, Robert Inza, Assistant Principal, and Gisela Rodriguez, Assistant Principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP initiatives:

- Principal: Joaquin P. Hernandez
- Assistant Principals: Lizette Hevia, Robert Inza, Gisela Rodriguez
- Language Arts: Isabel Ojeda
- Mathematics: Berta Guillen
- Reading: Yvette Calheiro
- Science: Fredrick C. Matter
- Social Studies: Maria Albano
- Fine Arts: Charles Humes
- Activities: Jessica Romero
- Athletics: Jay Flinchum
- Guidance Counselors: Elizabeth Pina, Raquel Blanco
- TRUST Counselor: Darlene Williams
- Social Worker: Hector Abad
- PD Liaison: Michelle Verga

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (quarterly) to review consensus, infrastructure, and implementation of building level MTSS. All members of the MTSS Leadership Team will be active participants in the Tier 1 Problem Solving process.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to, and in alignment with, effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP.

Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joaquin Hernandez	Principal
Robert Inza	Principal
Isabel Ojeda	Teacher
Mercedes Paigo	Teacher
Naomi Ellenbogen	Teacher
Rafaela Cruz	Teacher
Elizabeth Pina	Teacher
Zoraya Cuesta	Business/Community
Beth Martinez	Business/Community
Jack McCall	Business/Community
Gema LaFleur	Parent
Annie Tannehill	Parent
Ana Rosello	Parent
Yessenia Ruano	Parent
Daylin Garcia	Parent
Evelyn Fernandez	Parent
Joseph Howard	Teacher
Debra Perez	Education Support Employee
Barbara Bouza	Education Support Employee
Carlos Aguila	Student
Laura Diaz-Rodriguez	Teacher
Yessenia Montenotte	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At every SAC meeting, the committee reviewed the School Improvement Plan (SIP). The committee regularly asked questions regarding the fidelity of implementation and progress of the goals.

Development of this school improvement plan

The SAC is the sole body responsible for the final decision-making at the school relating to the implementation of the State system of school improvement and accountability. The SAC will meet monthly to monitor progress related to the implementation of School Improvement Plan (SIP) strategies, to allocate resources, and conduct an on-going needs assessment based on SIP goals and school objectives.

Preparation of the school's annual budget and plan

At each meeting, the principal provides a "Principal's Update" where he shares with the committee various projects and activities taking place at the school. At the fall spring meetings, the principal shared his budget with the committee and provided insight on funding allocations and projections.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Tutoring \$5,000.00, Professional Development \$1,000.00, Educational Programs \$500.00, Educational Materials \$1,000.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hernandez, Joaquin	Principal
Inza, Robert	Assistant Principal
Hevia, Lizette	Assistant Principal
Rodriguez, Gisela	Assistant Principal
Albano, Maria	Teacher, K-12
Calleiro, Yvette	Teacher, K-12
Guillen, Berta	Teacher, K-12
Matter, Fred	Teacher, K-12
Ojeda, Isabel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. Utilizing Instructional Focus Calendars, the LLT will encourage and support interdisciplinary planning with developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school continues to promote and advocate for positive working relationships between teachers. Teachers, whenever possible, will be given common planning to develop their lessons and instruction. Additionally, one faculty meeting each month is reserve for teachers to meet with their respective department members and discuss topics relevant to their discipline and learning. Additionally, the school is always encouraging teachers to attend professional development opportunities and share what is learned at these workshops with colleagues.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Leadership Team is responsible for recruiting and retaining highly qualified teachers. The school's strategies to recruit and retain highly qualified teachers include:

1. Conduct regular meetings with new teachers (Principal/AP)
2. Partnering new teachers with veteran staff for mentoring opportunities (Assistant Principal)
3. Soliciting referrals from current employees (Principal/AP)
4. Review applicant resumes for appropriate certifications for open positions (Principal/AP)
5. Offer teachers leadership opportunities (Principal)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's teacher mentoring program includes pairing a mentor who is highly qualified with successful teaching experience and certified in the mentee's subject area to ensure the success of the mentee. Activities between mentor and mentee include Bi-Weekly meetings, informal observation with feedback, classroom modeling, and participation in the District's MINT program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Barbara Goleman Senior High School ensures that its core instructional programs and materials are aligned to Florida's standards by incorporating stated-adopted, and District approved, instructional programs materials that correlate to Florida's standards. Teachers create lesson plans and learning objectives that address the standards in core instructional programs; teachers use the District Pacing Guides and other approved resources to enhance their instructional programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to provide and differentiate instruction to meet the diverse learning needs of the students. Teachers often use data from various assessments, including Fall/Winter Interim Assessments or teacher-generated assessments to guide focus and instruction. Teachers are encouraged to collaboratively review data and plan lessons after data has been analyzed and evaluated. Reports are generated from teacher-created assessments to modify lessons and group students to differentiate instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

Students will have the opportunity to participate in the following:

After/Before School – Tutoring Academy - Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S. History, and SAT/ACT practice to assist them in passing state required assessments

Strategy Rationale

Providing students with opportunities to attend free tutoring in areas that are tested by either state assessments (EOC) or national assessments (SAT/ACT), will allow students additional instructional time to acquire new knowledge and skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Joaquin, pr7751@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through bi-weekly mini-assessments, Interim assessments and curriculum generated materials to monitor that students are making progress on targeted and tested item specifications on each assessment.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. For example, freshmen orientation meetings are held in the summer for incoming students and their parents. At this meeting, the administrative team and the Student Services Department share information and expectations for high school success. Additionally, at the beginning of the school year, counselors host grade-level meetings with all cohorts to discuss graduation requirements and credit-course histories. The CAP Advisor also meets with the senior and junior classes regularly throughout the school year to discuss college/university requirements and the application process, financial aid, and other pertinent information regarding post-secondary education and college/career readiness. Students are also encouraged to enroll in the email-blast system where information relating to SAT/ACT, PERT, and scholarships are shared virtually. The school also hosts various activities and events throughout the course of the school year to support post-secondary transition. For example, the school hosts a College Fair in the fall where students are invited to visit different booths and learn about specific colleges and their requirements. The CAP Advisor also hosts an College Alumni Fair where former Goleman Gators return to the school and share their first-year college experiences. Also, the school has multiple active social media accounts where information is share to stakeholders.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Counselors meet with students in whole group and one-to-one settings to discuss subject selection and career choices throughout the school year. Students are monitored from the point they enter our school until they graduate to ensure that they are meeting graduation requirements and are taking courses relevant to the education/career field they are pursuing. Through the magnet academies, students are tracked through their interests and placed in cohorts so that a relationship is formed between their academic courses and their applied courses. Our College Assistance Program (CAP) advisor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirements of colleges/universities.

Academic, elective courses and requirements are reviewed with students along with the Student Progression Plan so that the students are aware of the four-year requirements for graduation. The CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of colleges/universities.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Barbara Goleman Senior High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer student internships. Instructional or programmatic initiatives focus on ensuring that the content relates to students' everyday experiences. Every year, during the articulation process, the feeder pattern schools afford students through a cooperative Curriculum Fair an opportunity to see the curricular course offerings across grade levels.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The ACT Online Prep Program will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

Barbara Goleman has a partnership with Miami-Dade College and Florida International University. Students are transported to the college and take dual enrollment courses during the school day. Students earn college credit upon successful completion of courses. FIU courses are offered on campus and instructed by credentialed faculty members. Students who participate in the Dual Enrollment program may earn college/university credit.

Students who demonstrate the ability to progress to advanced academics are recommended and encouraged to enroll in honors and advanced placement courses. Students who desire to enroll in courses that are not currently available at Barbara Goleman Senior High School are recommended to sign up for classes via dual enrollment or virtual school. Barbara Goleman provides avenues for students to participate in Executive Internships in order to gain real world experiences.

The Student Services staff meets regularly with students and parents to monitor student academic success and areas in need of academic assistance. The academy model at Barbara Goleman lends itself as a directing tool for students to remain on course.

The students are familiar with various computer based assistance through teacher blogs, Barbara Goleman's school website, facts.org, and Miami - Dade County's district student portal.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The ACT Online Prep Program will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. Barbara Goleman has a partnership with Miami-Dade College and Florida International University.

Students are transported to the college and take dual enrollment courses during the school day. Students earn college credit upon successful completion of courses. FIU courses are offered on campus and instructed by credentialed faculty members. Students who participate in the Dual Enrollment program may earn college/university credit. Students who demonstrate the ability to progress to advanced academics are recommended and encouraged to enroll in honors and advanced placement courses. Students who desire to enroll in courses that are not currently available at Barbara Goleman Senior High School are recommended to sign up for classes via dual enrollment or virtual school. Barbara Goleman provides avenues for students to participate in Executive Internships in order to gain real world experiences. The Student Services staff meets regularly with students and parents to monitor student academic success and areas in need of academic assistance. The academy model at Barbara Goleman lends itself as a directing tool for students to remain on course. The students are familiar with various computer based assistance through teacher blogs, social media accounts, Barbara Goleman's school website, facts.org, and Miami-Dade County's district student portal.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. 1a

G070597

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - White	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - SWD	

Resources Available to Support the Goal 2

- Literacy: Gateway2Data, computer labs, Reading Plus, Edmodo.com, Class Flow, FAIR data, novels, state adopted textbooks, workbooks, District Pacing Guides, ELA Florida Standards, promethean boards
- Math: Texbook (online), iTutoring.com, calculators, online resources, Algebra Nation, Gizmos, FL DOE EOC practice assessments, SAT/ACT workbooks, Virtual Math Tutor, promethean boards
- Science: Edgenuity, textbooks, workbooks, incorporate more inquiry based labs in chemistry, use of Higher Order Thinking (HOT) labs provided by the District, common lab template, use of claim evidence reasoning template, District Pacing Guides, Think Gate, Florida Standards, promethean boards
- Social Science: Textbooks, tablets, EOC review sites, District Pacing Guides, task cards, various online resources, including District recommended sites, promethean boards

Targeted Barriers to Achieving the Goal 3

- Lack of rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills

Plan to Monitor Progress Toward G1. 8

- Formal/Informal District Assessments
- Data Analysis
- Interim Assessments
- FSA, EOC

Person Responsible

Joaquin Hernandez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

-Gateway to Data (G2D) Reports -District Interim Assessments -Software monthly usage reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement by improving core instruction in all content areas. **1**

 G070597

G1.B1 Lack of rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills **2**

 B183952

G1.B1.S1 Implement active strategies to locate textual evidence, infuse Higher Order Thinking Skills and questioning, use of technological resources to increase computer knowledge and skills in preparation for FSA and EOC, and explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading which will contribute to more rigorous analysis of text in student responses. **4**

 S195551

Strategy Rationale

By infusing a variety of Higher Order Thinking strategies, technological resources, Depth of Knowledge (DOK), scaffold instruction to meet grade standards within clusters will assist in maximizing student achievement and college-career/post secondary readiness.

Action Step 1 **5**

Provide professional development on Florida Standards.

Person Responsible

Joaquin Hernandez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Attendance rosters, student work samples, informal/formal assessment data, walkthroughs

Action Step 2 5

Common planning and/or after school planning with a focus on rigor, data analysis, lesson plan development, including an emphasis on higher order thinking and questioning skills

Person Responsible

Joaquin Hernandez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Attendance rosters, student work samples, informal/formal assessment data, walkthroughs

Action Step 3 5

CRISS Training to new teachers and refresher course to previously trained teachers to enrich best practices

Person Responsible

Joaquin Hernandez

Schedule

Quarterly, from 10/29/2015 to 1/29/2016

Evidence of Completion

informal/formal observations; student sample work; attendance logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Following the Florida Continuous Improvement Model, common planning/departmental meetings, lesson plans with evidence of grade level item specs, pacing guide standards and exemplar lessons, working data binder, and Higher Order Thinking and questioning strategies will be monitored through formal and informal observations, District generated reports, student folders and authentic student work displays.

Person Responsible

Joaquin Hernandez

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

District Assessments, Formal and informal assessments, student work folders

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as necessary. Classroom walkthroughs, with a concentration of student usage of highest level of DOK during instruction, grade level item specs, pacing guide, exemplar lesson, and grade level standards are incorporated in instructional lesson plans during common planning.

Person Responsible

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

Evidence of Completion

Student work samples, student portfolios, lesson plans, attendance rosters, participation in professional development, attendance in departmental and faculty meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on Florida Standards.	Hernandez, Joaquin	8/24/2015	Attendance rosters, student work samples, informal/formal assessment data, walkthroughs	10/29/2015 quarterly
G1.B1.S1.A2	Common planning and/or after school planning with a focus on rigor, data analysis, lesson plan development, including an emphasis on higher order thinking and questioning skills	Hernandez, Joaquin	8/24/2015	Attendance rosters, student work samples, informal/formal assessment data, walkthroughs	10/29/2015 quarterly
G1.B1.S1.A3	CRISS Training to new teachers and refresher course to previously trained teachers to enrich best practices	Hernandez, Joaquin	10/29/2015	informal/formal observations; student sample work; attendance logs	1/29/2016 quarterly
G1.MA1	-Formal/Informal District Assessments - Data Analysis -Interim Assessments - FSA, EOC	Hernandez, Joaquin	8/24/2015	-Gateway to Data (G2D) Reports - District Interim Assessments -Software monthly usage reports	10/29/2015 quarterly
G1.B1.S1.MA1	Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as necessary. Classroom walkthroughs, with a concentration of student usage of highest level of DOK during instruction, grade level item specs, pacing guide, exemplar lesson, and grade level standards are incorporated in instructional lesson plans during common planning.		8/24/2015	Student work samples, student portfolios, lesson plans, attendance rosters, participation in professional development, attendance in departmental and faculty meetings	10/29/2015 quarterly
G1.B1.S1.MA1	Following the Florida Continuous Improvement Model, common planning/ departmental meetings, lesson plans	Hernandez, Joaquin	8/24/2015	District Assessments, Formal and informal assessments, student work folders	10/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with evidence of grade level item specs, pacing guide standards and exemplar lessons, working data binder, and Higher Order Thinking and questioning strategies will be monitored through formal and informal observations, District generated reports, student folders and authentic student work displays.				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of rigor and knowledge of the Florida Standards in developing rigorous questions to target critical thinking skills

G1.B1.S1 Implement active strategies to locate textual evidence, infuse Higher Order Thinking Skills and questioning, use of technological resources to increase computer knowledge and skills in preparation for FSA and EOC, and explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading which will contribute to more rigorous analysis of text in student responses.

PD Opportunity 1

Provide professional development on Florida Standards.

Facilitator

Isabel Ojeda, Yvette Calleiro, Berta Guillen

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

PD Opportunity 2

Common planning and/or after school planning with a focus on rigor, data analysis, lesson plan development, including an emphasis on higher order thinking and questioning skills

Facilitator

Berta Guillen, Michelle Verga, Fredrick Matter, Maria Albano, Isabel Ojeda, Yvette Calleiro

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 10/29/2015

PD Opportunity 3

CRISS Training to new teachers and refresher course to previously trained teachers to enrich best practices

Facilitator

Linda Ogorek Cushman

Participants

Teachers

Schedule

Quarterly, from 10/29/2015 to 1/29/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on Florida Standards.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7751 - Barbara Goleman Senior High	School Improvement Funds		\$500.00
<i>Notes: PD materials; duplication costs</i>						
2	G1.B1.S1.A2	Common planning and/or after school planning with a focus on rigor, data analysis, lesson plan development, including an emphasis on higher order thinking and questioning skills				\$0.00
3	G1.B1.S1.A3	CRISS Training to new teachers and refresher course to previously trained teachers to enrich best practices				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7751 - Barbara Goleman Senior High	School Improvement Funds		\$2,000.00
<i>Notes: Training materials, trainer stipend, duplication costs</i>						
Total:						\$2,500.00