G. Holmes Braddock Senior High

2017-18 Schoolwide Improvement Plan

G. Holmes Braddock Senior High

3601 SW 147TH AVE, Miami, FL 33185

http://ghbraddock.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for G. Holmes Braddock Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of G. Holmes Braddock Senior High is to facilitate the learning community in its quest for achievement; with the help of a caring, nurturing, faculty and staff who are committed in empowering our students through academics, and preparing them for the future to succeed in a globally diverse and technologically advanced climate.

b. Provide the school's vision statement.

The administration and staff of G. Holmes Braddock Senior is devoted to high empowerment through academics for all students.

2. School Environment

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

G. Holmes Braddock Senior High has a diverse student population servicing students from all parts of the country including students from different nations. In order to address the different student and parent needs, the school utilizes the following to maintain and foster positive relationships: PTSA (Parent Teacher Student Association) to encourage student, teacher and parent school involvement, CIS (Community Involvement Specialist) to assist parents in their native language and both the Blackboard CONNECT ED system and the school's website to disseminate school information.

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

School safety is a priority at G. Holmes Braddock Senior High. The administration establishes a safe learning environment for all faculty, staff and students. The school has an M-DCPS School Resource Officer and security guards that patrol and monitor school activity throughout the school day and ensure safety. The school is also equipped with school guidance counselors to assists with programs and initiatives to establish a safe school. The school is equipped with a school social worker offering students individual and group counseling for educational and/ or behavioral concerns. The school has a fully furnished Health Connect Clinic with a nurse to accommodate student medical needs.

c. 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.

G. Holmes Braddock Senior High follows the M-DCPS Code of Student Conduct for progressive discipline. Parents and students are provided with this information at the beginning of the school year. The administration reviews the progressive discipline process with the faculty.

d. 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.

G. Holmes Braddock Senior High is proactive in ensuring the social- emotional needs of all students by establishing a network of key individuals. The school has an assigned school psycologisty to assist with student observations and counseling. The emotionally behavioral disturbed counselor meets with

students in the special education program to address IEP (Individualized Educational Plan) goals and monitor progress. The school social worker works with all students in small group and individual counseling. School guidance counselors meet regularly with students to review academic and attendance progress. The school's Resource Officer works in conjunction with the administration to promote a positive social- emotional environment.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The following early warning indicators are used by G. Holmes Braddock Senior High to:
- Students with ten or more excused or unexcused absences.
- Students with ten days of indoor/ outdoor suspension
- Students with ten school tardies during a nine week period.
- Students failing a math or Language Arts course.
- Students with a GPA below a 2.00.
- Students with an FSA level 1 or 2 in ELA FSA or Algebra I EOC and not passing ELA FSA

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	154	166	72	404
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	212	309	368	327	1216
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	208	91	247	105	651

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

G. Holmes Braddock Senior High employs the following strategies to improve academic performance of students identified by the early warning system:
• Teachers monitor in-class attendance/ tardies and refer students with ten or more absences/ tardies to the counselor.
• Students with three or more days of CSI assignments are referred to counselor.
• Counselors meet with students who have failed a mathematics or Language Arts class to develop intervention for credit recovery.
• Counselors meet with students with a GPA below a 2.00 to develop intervention for credit recovery.
• Counselors meet with students with an ELA FSA/ Algebra I EOC score of Level 1 or 2 develop a tutoring schedule and other testing options.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/536559.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

G. Holmes Braddock Senior High builds and sustains a partnership with the local community for the purpose of securing and utilizing resources to support the school and student achievement by developing a new STEM program at the school. The STEM program incorporates the community's support and allows students the opportunity to go into the community. The school's strong partnership with the community is evident in the internships the students participate in throughout the school year. G. Holmes Braddock Senior High hosts the Curriculum Fair EXPO for the schools in the G. Holmes feeder pattern. The school opens its doors to the community to showcase the programs in the school as well as the feeder schools.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Breeding, Allen	Principal
Brooks, David	Assistant Principal
Raya- Hernandez, Mayra	Assistant Principal
Soriano, Alan	Assistant Principal
Ferguson, George R.	Assistant Principal

b. Duties

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

Mr. Breeding, Principal, Dr. Brooks, Assistant Principal, Mr. Ferguson, Assistant Principal, Ms. Raya-Hernandez, Assistant, and Mr. Soriano, Assistant Principal will: monitor academic and behavior data evaluating progress,gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs, hold regular team meetings, maintain communication with staff for input and feedback, as well as updating them on procedures and progress, support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions, provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery, monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention, provide levels of support and interventions to students based on data and participate in district and region professional development opportunities.

2. 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.

Leadership Team assists in gathering data and decision making with the School Improvement Plan (SIP). The team will meet on a weekly basis to identify/discuss pertinent data and effective instructional strategies.
1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
• State/Local Math and Science assessments
• ELA FSA/Algebra 1 EOC
• Student grades
• School site specific assessments
• Infuse writing strategies across the different disciplines.
• Increase number of students passing Industry Certification Exams

Behavior
• Student Case Management System
• Detentions
• Success Center Assignment
• Referrals by student behavior, staff behavior, and administrative context
• Team climate surveys
• Attendance
Referrals to special education programs

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Allen Breeding	Principal
Alexander Hernandez	Teacher
Emily Wilcock	Teacher
Katia Garcia	Teacher
Rosa Borras	Parent
Noel Lozano	Business/Community
Lisette Monzon	Teacher
Davie Towbin	Teacher
Mortimer Hechavarria	Teacher
Jorge Server	Teacher
Ernie Porzio	Education Support Employee
Vivian Duscal	Parent
Ibis Arocha	Parent
Daylenis Clavijo	Student
Mary Faas	Student
Ariel Aragon	Student
Patricia Mateus	Business/Community
Bienela Herrera	Business/Community
Julio Pineiro	Business/Community
Emmy Gonzalez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

b. Development of this school improvement plan

G. Holmes Braddock Senior High Senior High enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions.
Innovation is encouraged and new ideas are given every opportunity to succeed. The EESAC meets monthly concerning issues that have an impact on the School Improvement Plan (SIP). The group decides how to allocate EESAC funds. Each year there is a joint meeting with the PTSA in which the group's overall budgets are reviewed, discussed and approved. The school's curriculum council presents issues that involve school wide literacy, student scheduling, FSA preparation, and student activities to be approved by the EESAC. Members of the faculty, student body and community are invited to attend EESAC meetings and voice concerns regarding curriculum and student activities.

EESAC and the entire faculty are active in the creation of strategies in the SIP. EESAC develops and monitors the implementation of the School Improvement Plan. After the plan is written, it is reviewed by the EESAC.

c. Preparation of the school's annual budget and plan

School improvement funds will be utilized to assist in several different areas to ensure the goals set forth in the SIP are gained. Approximately $5.00 per FTE or $16,000 is allocated.

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

Projected breakdown of funds allocations:
Curriculum Expo - $3,000
STEM Resources - $1,887
Fish Tanks - $520
At Risk Mentoring Program - $500
College Assistance Program - $1,250
Academic Awards - $4,700

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Breeding, Allen	Principal
Brooks, David	Assistant Principal
Ferguson, George R.	Assistant Principal
Raya- Hernandez, Mayra	Assistant Principal
Soriano, Alan	Assistant Principal
Carrion, Yvette	Teacher, K-12
Gonzalez, Giselle	Teacher, K-12
Perez, Ivette	Teacher, K-12
Lapur, Ileana	Teacher, K-12
LeNoble, Gail	Teacher, K-12
Llano, Jesus	Teacher, K-12
Molina- Churchman, Carmen	School Counselor
Perez, Ana	Teacher, K-12
Rivera, America	Teacher, K-12
Milan, Mary	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on 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. This school year's initiative is to better prepare student application of grammar. Furthermore, the LLT will address student motivation by promoting literacy incentives. Teachers will incorporate Newsela, Near Pod and Reading Plus during instruction to increase student achievement in standardized assessments. Finally, the LLT will also conduct various events to promote literacy throughout the school year. Additionally, the LLT discusses and establishes school policies, procedures and guidelines impacting the school. The LLT disaggregates student data on ELA FSA and Algebra 1 EOC scores and MYAs to develop interventions and action plans to address the needs of students and enrich student achievement. Members of the LLT act as a liaison between the teachers and the administration.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instructions include the following:
• Professional Learning Communities for different disciplines
• Sharing of Best Practices at faculty meetings
• Department meetings
• Teachers attend professional development offered by district or region

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

To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following certification areas:Middle Grades English (grades 5-9)
• Middle Grades General Science (grades 5-9)
• Middle Grades Integrated Curriculum (grades 5-9)
• Middle Grades Mathematics (grades 5-9)
• Middle Grades Social Science (grades 5-9)
• English (grades 6-12)
• Mathematics (grades 6-12)
• Social Science (grades 6-12)
• Biology (grades 6-12)
• Chemistry (grades 6-12)
• Earth-Space Science (grades 6-12)
• Reading K-12
• Elementary Education (grades 1-6)
• Exceptional Student Education (ESE) K-12

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

Teachers with 1-3 years of teaching experience are paired with M. I. N. T. mentors who teach in the same subject matter or discipline. Mentors provide year round support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To ensure core instructional programs and materials are aligned to Florida standards teachers use Florida State Adopted Textbooks and materials.

b. Instructional Strategies

1. 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.

G. Holmes Braddock Senior High uses the data to provide and differentiate instruction to meet the diverse needs of students. The following strategies are implemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

1.Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular department meetings once a month.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

2. 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: After School Program

Minutes added to school year: 240

Students will participate in afterschool and Saturday tutoring in the areas of Reading and Math to ensure academic success. Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school).Teachers will be provided with the opportunity to collaborate with peers and attend professional development activities that will strengthen their teaching.

Strategy Rationale

Increase student academic proficiency.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Raya- Hernandez, Mayra, mayraraya@dadeschools.net

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

ELA FSA, Algebra 1 EOC and MYA data will be collected for students who participate in the tutoring programs.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Student Services Department has developed numerous lessons with students, beginning in 9th grade, that assist them with the initial transition to high school, as well as providing the relevance between school, their courses and their future.

b. College and Career Readiness

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

The articulation process allows students to choose a program of study that assists with career planning that is personally meaningful. Our Cambridge, dual enrollment, iPrep, IT Magnet, JRTOC, STEM, and CTE programs give students an opportunity to explore post secondary options in the traditional high school setting. These programs provide students with a wide range of academic and hands on experience, such as the Executive Internships. In addition, students have the opportunity to take advantage of career advisement using a computer based interest inventory, as well as, taking the ASVAB. Students at G. Holmes Braddock have an understanding and appreciation of postsecondary opportunities, as well as following a program of study that is personally meaningful.

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

G. Holmes Braddock Senior High offers the following career and technical education programs to students:
Early Childhood
Information Technology

G. Holmes Braddock Senior High offers the following industry certifications to students:
Adobe
Quickbooks
Microsoft Office
Networking
ServSafe

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

Applied and integrated courses are found in the Information Technology (IT) Magnet,Cambridge, iPrep, Early Childhood Leadership Development, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and an on-going partnership with George T. Baker Aviation and Dade Partners.
Academic and career planning are provided by Guidance Counselors, Lead Teachers, and College Advisement Placement Counselor.

4. 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 High School Feedback Report 's latest data shows that G. Holmes Braddock Senior High School students are scoring slightly below district averages in many categories; specifically, percentage of graduates completing a college prep curriculum, Braddock 73.3% / District 71.5%; enrolled in Algebra I before 9th Grade, Braddock 28.3% / District 35.7%; completed at least one level 3 high school math course, Braddock 46.6% / District 58.6%; completed at least one level 3 high school science course, Braddock 56.0 / District 62.5%. A strategy to improve these statistics is to promote the Honors and Advanced Placement programs during articulation in order to acquire more potential students. In addition, offering more dual enrollment courses will also assist in increasing the number of students taking a college prep curriculum. The Advanced Placement and Dual Enrollment programs provide students with an opportunity to take college level courses. By completing the class and passing the corresponding exam, not only will students be provided with an opportunity to experience college level course work, but will be able to receive college credit for the course. We will continue to encourage students to part take and excel in AP and Dual Enrollment courses, and we will continue to further discuss such programs in order to continue improving upon them.
The High School Feedback Report also showed positive post secondary indicators for G. Holmes Braddock High School, scoring above district averages in some cases. For example, percentage of 2014 graduates enrolled in a Florida public post-secondary institution in Fall 2014, Braddock 67.9.2% / District 59.1%; percentage of 2014 graduates enrolled in college credit courses at a FL public post-secondary institution earning a GPA above 2.0, Braddock 83.3% / District 81.1%. This is highly attributed to the CAP Program. To continue these positive trends, the CAP program will aid students by preparing them for acceptance into post secondary institutions. Throughout the school year, students will be given the opportunity to meet with college representatives from through the nation. College preparation will begin to be addressed in 9th grade and student services will help give students in a direction that guides students' strengths and interests. Furthermore, students will be informed about financial assistance opportunities as well as available scholarships.
In order to continue improving in the post secondary transition, G. Holmes Braddock will continue to

better prepare students for post secondary opportunities by maximizing the use of all available resources.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.   If core instruction is increased in all content areas then student achievement will improve.

G2.   If G. Holmes Braddock Senior High uses the EWS to identify at-risk students to provide support and intervention then student achievement will increase.

G3.   If G. Holmes Braddock engages and enrolls students in rigorous STEM, CTE, dual enrollment program, Cambridge, iPrep, and IT Magnet then students' college readiness will increase.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G096761

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	65.0
Math Gains	31.0
Bio I EOC Pass	64.0
U.S. History EOC Pass	73.0

Targeted Barriers to Achieving the Goal 3

- Increase student engagement and rigor via student ownership of learning to increase conceptual understanding in Language Arts, Mathematics, Social Science, and Science utilizing the Gradual Release of Responsibility Model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean and Smart Board Technologies Literacy Council District Curriculum Support Specialist Reading Plus Edmodo BYOD Initiative Newsela Nearpod No RED Ink Power BI Department Chairs and PD Liaison creation of professional developments Data (Year at a Glance Data; FAIR-FS Assessment Data)

Plan to Monitor Progress Toward G1. 8

Person Responsible

Alan Soriano

Schedule

Monthly, from 9/18/2017 to 5/7/2018

Evidence of Completion

Year-at-a Glance Data ISIS Enrollment

G2. If G. Holmes Braddock Senior High uses the EWS to identify at-risk students to provide support and intervention then student achievement will increase. `1a`

🔍 G096762

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	92.0
4-Year Grad Rate (Standard Diploma)	78.0
2+ Behavior Referrals	70.0

Targeted Barriers to Achieving the Goal `3`

- The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

- Need for parent involvement in school related activities to increase the attendance of students.

- Limited concern by students about misbehavior and its relationship to academic success.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Early Warning System Indicators Community Involvement Specialist School guidance counselors meet with students and parents to establish interventions School social worker

Plan to Monitor Progress Toward G2. `8`

Will meet with at- risk students and review graduation requirements to determine progress in satisfying on-time graduation.

Person Responsible
Carmen Molina- Churchman

Schedule
Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion
GradeBook ISIS

G3. If G. Holmes Braddock engages and enrolls students in rigorous STEM, CTE, dual enrollment program, Cambridge, iPrep, and IT Magnet then students' college readiness will increase. 1a

🔍 G096763

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	74.0

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to utilize scientific and mathematical reasoning to develop evidence for different scientific viewpoints and arguments.

- Lack of students enrolled in CTE courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CTE, Science and Mathematics class lists. District STEM site STEM designated classes

Plan to Monitor Progress Toward G3. 8

Administration walk-troughs of STEM/ CTE class.

Person Responsible
Alan Soriano

Schedule
Quarterly, from 8/22/2017 to 5/28/2018

Evidence of Completion
Student work projects

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. [1]

G096761

G1.B1 Increase student engagement and rigor via student ownership of learning to increase conceptual understanding in Language Arts, Mathematics, Social Science, and Science utilizing the Gradual Release of Responsibility Model. [2]

B260270

G1.B1.S1 Implement higher order questioning strategies and activities across the curriculum that facilitate authentic students interactions with knowledge and deep understanding via collaborative conversations through the gradual release model. [4]

S275703

Strategy Rationale

Students need to experience and master course content and skills, as a result of rigorous, engaging, and high-level thinking through the development of purposeful instruction.

Action Step 1 [5]

Conduct a series of departmentalized Professional Development opportunities to encourage collaborative conversations on rigorous lessons that include higher order questioning and activities.

Person Responsible

Mayra Raya- Hernandez

Schedule

Every 2 Months, from 9/18/2017 to 1/22/2018

Evidence of Completion

Agenda Sign-in sheets Teacher Reflections Developed lessons.

Action Step 2 [5]

Plan for and implement lessons that incorporate higher order questioning, strategies, and activities to facilitate authentic student learning and engagement.

Person Responsible

Mayra Raya- Hernandez

Schedule

Monthly, from 10/9/2017 to 1/22/2018

Evidence of Completion

Teacher lessons incorporating rigorous activities Authentic students work samples

Action Step 3 `5`

Provide continued support to teachers by allowing time to plan and analyze lessons and student work during PLCs.

Person Responsible

Mayra Raya- Hernandez

Schedule

Monthly, from 10/3/2017 to 1/22/2018

Evidence of Completion

Sign-in Sheets

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

Employing the Florida Continuous Improvement Model, the monitoring of lesson plans with evidence of higher order thinking questioning strategies and activities will be monitored through formal and informal observations, student folders and authentic student work displays

Person Responsible

Mayra Raya- Hernandez

Schedule

Monthly, from 10/10/2017 to 2/2/2018

Evidence of Completion

Lesson plans Observation schedule Student folders Student work displays

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

Formative assessment data reports such as interim data reports will be analyzed and reviewed. The results will be shared with the staff through data chats to ensure students are making progress. The focus of instruction will be adjusted if necessary accordingly to reflect student needs. Classroom walkthroughs, with be conducted to monitor the utilization of higher order questioning and activities during instruction.

Person Responsible

Alan Soriano

Schedule

Quarterly, from 10/17/2011 to 1/30/2018

Evidence of Completion

Schedule of Data chats Interim Assessment Data

G2. If G. Holmes Braddock Senior High uses the EWS to identify at-risk students to provide support and intervention then student achievement will increase. `1`

🔑 G096762

G2.B1 The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation. `2`

🔑 B260272

G2.B1.S1 Implement an early warning system to identify "at-risk" students in danger of dropping out. `4`

🔑 S275704

Strategy Rationale

Importance to identify students in need of assistance.

Action Step 1 `5`

Identify students "at-risk"- truant students or students with inconsistent attendance.

Person Responsible

George R. Ferguson

Schedule

Quarterly, from 9/26/2017 to 6/4/2018

Evidence of Completion

Attendance bulletin, SCMs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Student attendance will be monitored.

Person Responsible

George R. Ferguson

Schedule

Quarterly, from 9/20/2017 to 6/4/2018

Evidence of Completion

Attendance Bulletin, GradeBook, ISIS

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Reviews of student attendance will be conducted

Person Responsible

George R. Ferguson

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas

G2.B1.S2 Meet with at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs. 4

S275705

Strategy Rationale

When parents are involved in the child's education, the student is more likely to be further engaged and remain in school.

Action Step 1 5

Conduct informational meetings for students and parents regarding graduation requirements and parent involvement

Person Responsible

David Brooks

Schedule

Monthly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Sign in sheets, student/parent conferences

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor graduation status

Person Responsible

Mayra Raya- Hernandez

Schedule

Daily, from 8/22/2017 to 6/4/2018

Evidence of Completion

Attendance bulletin, GradeBook, ISIS

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Will follow-up and monitor that student conferences are taking place

Person Responsible

Mayra Raya- Hernandez

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas

G2.B2 Need for parent involvement in school related activities to increase the attendance of students. `2`

🔑 B260273

G2.B2.S1 Promote school wide attendance to improve school wide academic performance. `4`

🔑 S275706

Strategy Rationale

Higher student performance.

Action Step 1 `5`

Will identify and meet with identified and targeted "at-risk" students.

Person Responsible

David Brooks

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Students conferences

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Student attendance will be monitored.

Person Responsible

Mayra Raya- Hernandez

Schedule

Daily, from 8/22/2017 to 6/4/2018

Evidence of Completion

Attendance bulletin GradeBook ISIS

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Will follow-up and monitor student conferences are taking place

Person Responsible

Mayra Raya- Hernandez

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Meeting agendas

G2.B2.S2 Increase parental involvement in school activities in order to increase student attendance. 4

🔑 S275707

Strategy Rationale

When parents are involved in school activities, students are more likely to be involved and have better attendance.

Action Step 1 5

Implement and conduct parent meetings to assist parents in becoming involved in school activities.

Person Responsible

Carmen Molina- Churchman

Schedule

Quarterly, from 8/22/2017 to 6/2/2018

Evidence of Completion

Meeting Agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor that support personnel is available at meetings to assist parents and parents receive information regarding meetings.

Person Responsible

Carmen Molina- Churchman

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas, sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Monitor that meetings are taking place and parent involvement

Person Responsible

Carmen Molina- Churchman

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Sign in sheets, parent volunteer lists, parent/teacher conferences

G2.B3 Limited concern by students about misbehavior and its relationship to academic success. `2`
🔑 B260274

G2.B3.S1 Implement an early warning system to identify students with behavior issues in class/school. `4`
🔑 S275708

Strategy Rationale

Students having issues with behavior in class are at higher risk of not meeting state of Florida graduation requirements.

Action Step 1 `5`

Identify "at-risk" students

Person Responsible

David Brooks

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Attendance bulletin, suspension report, SCMS

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Suspension report and SCMs will be monitored

> **Person Responsible**
>
> David Brooks
>
> **Schedule**
>
> Monthly, from 8/22/2017 to 6/4/2018
>
> ***Evidence of Completion***
>
> Suspension Report SCMs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Will follow up and monitor student conferences are taking place

> **Person Responsible**
>
> David Brooks
>
> **Schedule**
>
> Quarterly, from 8/22/2017 to 6/4/2018
>
> ***Evidence of Completion***
>
> Meeting Agendas

G2.B3.S2 Use progressive discipline when addressing student misbehavior. 4

🔑 S275709

Strategy Rationale

Promote a safe learning environment.

Action Step 1 5

Identify students "at-risk"

Person Responsible

David Brooks

Schedule

Monthly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Suspension report, SCMs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Monitor students attendance, suspensions, and SCMs

Person Responsible

David Brooks

Schedule

Monthly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Suspension reports, SCMs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Review attendance reports, suspension reports, and SCMs

Person Responsible

David Brooks

Schedule

Monthly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Suspension report, SCMs

G3. If G. Holmes Braddock engages and enrolls students in rigorous STEM, CTE, dual enrollment program, Cambridge, iPrep, and IT Magnet then students' college readiness will increase. `1`

🔍 G096763

G3.B1 Students lack the ability to utilize scientific and mathematical reasoning to develop evidence for different scientific viewpoints and arguments. `2`

🔍 B260275

G3.B1.S1 Teachers will identify students in the school to participate in the STEM/ CTE courses . `4`

🔍 S275710

Strategy Rationale

Increase student participation in STEM/ CTE courses.

Action Step 1 `5`

Identify students eligible to participant in the STEM/ CTE program.

Person Responsible

Alan Soriano

Schedule

Quarterly, from 8/22/2017 to 5/28/2018

Evidence of Completion

Increase in number of students participating in STEM/ CTE courses

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor the numbers of students participating in STEM/ CTE as a result of the strategy.

Person Responsible

Alan Soriano

Schedule

Quarterly, from 8/22/2017 to 5/28/2018

Evidence of Completion

Class lists ISIS GradeBook

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Students will present STEM/ CTE projects in the school and community.

Person Responsible

Alan Soriano

Schedule

Semiannually, from 8/22/2017 to 5/28/2018

Evidence of Completion

STEM/ CTE Projects

G3.B2 Lack of students enrolled in CTE courses. 2

🔑 B260276

G3.B2.S1 Conduct meetings to educate parents and students on available opportunities. 4

🔑 S275711

Strategy Rationale

Parents are unaware of available services and how to access them.

Action Step 1 5

Conduct parent meeting to provide information.

Person Responsible

Alan Soriano

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Meeting agenda, Sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor STEM and CTE student enrollment

Person Responsible

Alan Soriano

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

Evidence of Completion

Gradebook, Filedownload manager, ISIS

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Monitor student passing rate on certification exams

Person Responsible

David Brooks

Schedule

Annually, from 8/22/2017 to 6/4/2018

### *Evidence of Completion*

Test scores, certification

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A370448	Conduct a series of departmentalized Professional Development opportunities to encourage...	Raya- Hernandez, Mayra	9/18/2017	Agenda Sign-in sheets Teacher Reflections Developed lessons.	1/22/2018 every-2-months
G1.B1.S1.A2 A370449	Plan for and implement lessons that incorporate higher order questioning, strategies, and...	Raya- Hernandez, Mayra	10/9/2017	Teacher lessons incorporating rigorous activities Authentic students work samples	1/22/2018 monthly
G1.B1.S1.A3 A370450	Provide continued support to teachers by allowing time to plan and analyze lessons and student work...	Raya- Hernandez, Mayra	10/3/2017	Sign-in Sheets	1/22/2018 monthly
G1.B1.S1.MA1 M398827	Formative assessment data reports such as interim data reports will be analyzed and reviewed. The...	Soriano, Alan	10/17/2011	Schedule of Data chats Interim Assessment Data	1/30/2018 quarterly
G1.B1.S1.MA1 M398828	Employing the Florida Continuous Improvement Model, the monitoring of lesson plans with evidence of...	Raya- Hernandez, Mayra	10/10/2017	Lesson plans Observation schedule Student folders Student work displays	2/2/2018 monthly
G1.MA1 M398829	[no content entered]	Soriano, Alan	9/18/2017	Year-at-a Glance Data ISIS Enrollment	5/7/2018 monthly
G3.MA1 M398847	Administration walk-troughs of STEM/ CTE class.	Soriano, Alan	8/22/2017	Student work projects	5/28/2018 quarterly
G3.B1.S1.MA1 M398843	Students will present STEM/ CTE projects in the school and community.	Soriano, Alan	8/22/2017	STEM/ CTE Projects	5/28/2018 semiannually
G3.B1.S1.MA1 M398844	Monitor the numbers of students participating in STEM/ CTE as a result of the strategy.	Soriano, Alan	8/22/2017	Class lists ISIS GradeBook	5/28/2018 quarterly
G3.B1.S1.A1 A370457	Identify students eligible to participant in the STEM/ CTE program.	Soriano, Alan	8/22/2017	Increase in number of students participating in STEM/ CTE courses	5/28/2018 quarterly
G2.B2.S2.A1 A370454	Implement and conduct parent meetings to assist parents in becoming involved in school activities.	Molina- Churchman, Carmen	8/22/2017	Meeting Agendas	6/2/2018 quarterly
G2.MA1 M398842	Will meet with at- risk students and review graduation requirements to determine progress in...	Molina- Churchman, Carmen	8/22/2017	GradeBook ISIS	6/4/2018 quarterly
G2.B1.S1.MA1 M398830	Reviews of student attendance will be conducted	Ferguson, George R.	8/22/2017	Meeting Agendas	6/4/2018 quarterly
G2.B1.S1.MA1 M398831	Student attendance will be monitored.	Ferguson, George R.	9/20/2017	Attendance Bulletin, GradeBook, ISIS	6/4/2018 quarterly
G2.B1.S1.A1 A370451	Identify students "at-risk"- truant students or students with inconsistent attendance.	Ferguson, George R.	9/26/2017	Attendance bulletin, SCMs	6/4/2018 quarterly
G2.B2.S1.MA1 M398834	Will follow-up and monitor student conferences are taking place	Raya- Hernandez, Mayra	8/22/2017	Meeting agendas	6/4/2018 quarterly
G2.B2.S1.MA1 M398835	Student attendance will be monitored.	Raya- Hernandez, Mayra	8/22/2017	Attendance bulletin GradeBook ISIS	6/4/2018 daily
G2.B2.S1.A1 A370453	Will identify and meet with identified and targeted "at-risk" students.	Brooks, David	8/22/2017	Students conferences	6/4/2018 quarterly
G2.B3.S1.MA1 M398838	Will follow up and monitor student conferences are taking place	Brooks, David	8/22/2017	Meeting Agendas	6/4/2018 quarterly
G2.B3.S1.MA1 M398839	Suspension report and SCMs will be monitored	Brooks, David	8/22/2017	Suspension Report SCMs	6/4/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1 A370455	Identify "at-risk" students	Brooks, David	8/22/2017	Attendance bulletin, suspension report, SCMS	6/4/2018 quarterly
G3.B2.S1.MA1 M398845	Monitor student passing rate on certification exams	Brooks, David	8/22/2017	Test scores, certification	6/4/2018 annually
G3.B2.S1.MA1 M398846	Monitor STEM and CTE student enrollment	Soriano, Alan	8/22/2017	Gradebook, Filedownload manager, ISIS	6/4/2018 quarterly
G3.B2.S1.A1 A370458	Conduct parent meeting to provide information.	Soriano, Alan	8/22/2017	Meeting agenda, Sign in sheets	6/4/2018 quarterly
G2.B1.S2.MA1 M398832	Will follow-up and monitor that student conferences are taking place	Raya- Hernandez, Mayra	8/22/2017	Meeting Agendas	6/4/2018 quarterly
G2.B1.S2.MA1 M398833	Monitor graduation status	Raya- Hernandez, Mayra	8/22/2017	Attendance bulletin, GradeBook, ISIS	6/4/2018 daily
G2.B1.S2.A1 A370452	Conduct informational meetings for students and parents regarding graduation requirements and...	Brooks, David	8/22/2017	Sign in sheets, student/parent conferences	6/4/2018 monthly
G2.B2.S2.MA1 M398836	Monitor that meetings are taking place and parent involvement	Molina-Churchman, Carmen	8/22/2017	Sign in sheets, parent volunteer lists, parent/teacher conferences	6/4/2018 quarterly
G2.B2.S2.MA1 M398837	Monitor that support personnel is available at meetings to assist parents and parents receive...	Molina-Churchman, Carmen	8/22/2017	Meeting Agendas, sign in sheets	6/4/2018 quarterly
G2.B3.S2.MA1 M398840	Review attendance reports, suspension reports, and SCMs	Brooks, David	8/22/2017	Suspension report, SCMs	6/4/2018 monthly
G2.B3.S2.MA1 M398841	Monitor students attendance, suspensions, and SCMs	Brooks, David	8/22/2017	Suspension reports, SCMs	6/4/2018 monthly
G2.B3.S2.A1 A370456	Identify students "at-risk"	Brooks, David	8/22/2017	Suspension report, SCMs	6/4/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Increase student engagement and rigor via student ownership of learning to increase conceptual understanding in Language Arts, Mathematics, Social Science, and Science utilizing the Gradual Release of Responsibility Model.

G1.B1.S1 Implement higher order questioning strategies and activities across the curriculum that facilitate authentic students interactions with knowledge and deep understanding via collaborative conversations through the gradual release model.

PD Opportunity 1

Conduct a series of departmentalized Professional Development opportunities to encourage collaborative conversations on rigorous lessons that include higher order questioning and activities.

Facilitator

Padron, Melissa

Participants

Faculty

Schedule

Every 2 Months, from 9/18/2017 to 1/22/2018

G2. If G. Holmes Braddock Senior High uses the EWS to identify at-risk students to provide support and intervention then student achievement will increase.

G2.B1 The "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

G2.B1.S1 Implement an early warning system to identify "at-risk" students in danger of dropping out.

PD Opportunity 1

Identify students "at-risk"- truant students or students with inconsistent attendance.

Facilitator

Ferguson, George

Participants

Assistant Principal

Schedule

Quarterly, from 9/26/2017 to 6/4/2018

G2.B1.S2 Meet with at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs.

PD Opportunity 1

Conduct informational meetings for students and parents regarding graduation requirements and parent involvement

Facilitator

David Brooks

Participants

Assistant Principal

Schedule

Monthly, from 8/22/2017 to 6/4/2018

G2.B2 Need for parent involvement in school related activities to increase the attendance of students.

G2.B2.S1 Promote school wide attendance to improve school wide academic performance.

PD Opportunity 1

Will identify and meet with identified and targeted "at-risk" students.

Facilitator

Brooks, David

Participants

Assistant Principal

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

G2.B3 Limited concern by students about misbehavior and its relationship to academic success.

G2.B3.S1 Implement an early warning system to identify students with behavior issues in class/school.

PD Opportunity 1

Identify "at-risk" students

Facilitator

David Brooks

Participants

Assistant Principal

Schedule

Quarterly, from 8/22/2017 to 6/4/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct a series of departmentalized Professional Development opportunities to encourage collaborative conversations on rigorous lessons that include higher order questioning and activities.	$0.00
2	G1.B1.S1.A2	Plan for and implement lessons that incorporate higher order questioning, strategies, and activities to facilitate authentic student learning and engagement.	$0.00
3	G1.B1.S1.A3	Provide continued support to teachers by allowing time to plan and analyze lessons and student work during PLCs.	$0.00
4	G2.B1.S1.A1	Identify students "at-risk"- truant students or students with inconsistent attendance.	$0.00
5	G2.B1.S2.A1	Conduct informational meetings for students and parents regarding graduation requirements and parent involvement	$0.00
6	G2.B2.S1.A1	Will identify and meet with identified and targeted "at-risk" students.	$0.00
7	G2.B2.S2.A1	Implement and conduct parent meetings to assist parents in becoming involved in school activities.	$0.00
8	G2.B3.S1.A1	Identify "at-risk" students	$0.00
9	G2.B3.S2.A1	Identify students "at-risk"	$0.00
10	G3.B1.S1.A1	Identify students eligible to participant in the STEM/ CTE program.	$0.00
11	G3.B2.S1.A1	Conduct parent meeting to provide information.	$0.00
		Total:	$0.00