Barbara Goleman Senior High

2017-18 Schoolwide Improvement Plan

Barbara Goleman Senior High

14100 NW 89TH AVE, Miami Lakes, FL 33018

http://bghs.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	No	77%

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	B	C	A*	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 [section 1008.33, Florida Statutes,](#) 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 [Rule 6A-1.099811, Florida Administrative Code:](#)

- **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:

- Implementing - 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 Barbara Goleman Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 celebrates diversified learning and culture. The school will also promote the District's "Values Matters Miami" initiative by highlighting different values throughout the school year in a variety of interactive and participatory activities.

b. 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 and share the concerns.

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.

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 behavior 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.

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.

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, counselors offer 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.

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 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 and the grade book application 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, and in severe cases, the social worker.

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	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	55	56	28	159
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	183	152	170	124	629

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	183	41	125	35	384

c. 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. Counselors also meet with all students who receive indoor/outdoor suspension and develop 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. Counselors frequently monitor grades via the gradebook application to ensure students are passing their courses; those students who are failing are targeted for intervention (conference, tutoring).

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?

No

1. PFEP Link

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

2. 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's PTSA meets quarterly 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.

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.

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. The school also works closely with non-profit organizations to support students in need. For example, The Giving Gators, have provided our students with assistance with groceries, payment of activities, etc.

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
Sanchez, Manuel	Principal
Inza, Robert	Assistant Principal
Hevia, Lizette	Assistant Principal
Rodriguez, Gisela	Assistant Principal
Ojeda, Isabel	Teacher, K-12
Albano, Maria	Teacher, K-12
Matter, Fred	Teacher, K-12
Taj, Mohammad	Teacher, K-12
Pina , Elizabeth	School Counselor
Sanchez, Ginette	School Counselor

b. Duties

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

Joaquin P. Hernandez, Principal, Lizette Hevia, Assistant Principal, Robert Inza, Assistant Principal, and Gisela Rodriguez, Assistant Principal, will schedule and facilitate regular meetings with a focus on school-wide improvements based on data, ensure attendance of team members, ensure follow up of action steps, and allocate resources to assist with efforts that will increase student achievement;

In addition to the school administrators, the Leadership Team will include the following members who will carry out SIP initiatives:
Isabel Ojeda, Language Arts Chairperson: plan and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments
Mohammed Taj, Mathematics Chairperson: plan and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments
Maria Albano, Social Studies Chairperson: plan and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments
Fred Matter, Science Chairperson: plan and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments
Elizabeth Pina, Ginette Sanchez, Guidance Counselors: meet regularly with administrative staff to discuss student academic progress; effectively communicate with students and parents academic progress

The Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of improvement plan. Members will also conduct regular meetings with staff members to evaluate intervention efforts for students by subject, grade, and intervention.

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.

The Leadership Team will set goals and monitor academic and behavioral data to evaluate progress towards those goals at least three times during the school year.

The Leadership Team will:
1. Hold regular team meetings where problem solving is the focus to achieve desired set goals.
2. Use problem solving process as the basis for goal setting, planning, and program evaluation during team meetings that focus on increasing student achievement or behavioral success.
3. Determine 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.
5. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively. Determine ways to celebrate student successes and accomplishments.
6. Gather and analyze data 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 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 to implement the SIP strategies are closely examined, planned, and monitored.

At the end of each school year, the Leadership Team and members of the school evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, the previous year's data trend across grade levels is used to examine impact for focus, support, and/or prevention/early intervention efforts.

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.
At Barbara Goleman Senior High School, new teachers are provided with a mentor who works with this teacher throughout the school year to assist with any educational and acclimation needs. Mentors meet with their mentees throughout the course of the school year to plan and organize lessons, review end-of-term requirements, and assist with any needs a new teacher may encounter.

Title III
Services are provided through the District for educational materials and support for academic improvement for students who are English Language Learners (ELL). Students in the ELL program are provided with tutoring services before school in any area of deficiency. Students are also provided with the opportunity for pull-out remediation sessions during the school day. ELL teachers are encouraged to participate in professional development activities provided by the District throughout the school year to improve best practices and improve teaching services that will better meet the needs of ELL students. Additionally, ELL teachers are encouraged to take their students to cultural activities held throughout the school year and provided free-of-charge by the District. Examples of these activities include plays, operas, etc.

Violence Prevention Programs
Counselors via their NEARPOD classroom presentations focus on lessons that allow students to solve problems without using violence. Lessons highlight the District's VALUES MATTER MIAMI campaign and other initiatives that highlight using positive behavior that yield positive results.

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. At the Opening of School meeting and subsequent faculty meetings, administrators and Student Services members discuss ways to report and reduce bullying and create an atmosphere and culture where bullying is not tolerated. Counselors also provide presentations during the school year warning against the dangers of bullying and the consequences that may occur as a result of bullying. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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 afternoon based on administrator and/or counselor 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 (HCiOS)
Barbara Goleman Senior High School has a Health Connect Team; this is a level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

This teams consist of a School Social Worker (Mr. Abad), and a Nurse (Mrs. Fuste) 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joaquin Hernandez	Principal
Mercedes Paigo	Teacher
Naomi Ellenbogen	Teacher
Sara Yanes	Teacher
Zoraya Cuesta	Business/Community
Beth Martinez	Business/Community
Jack McCall	Business/Community
Claudia Luces	Parent
Annie Tannehill	Parent
Ana Rosello	Parent
Yessenia Ruano	Parent
Nora Greggains	Teacher
Barbara Bouza	Education Support Employee
Fred Matter	Teacher
Emily Wong	Student

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, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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 and spring meetings, the principal shared his budget with the committee and provided insight on funding allocations and projections.

2. 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.

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
Sanchez, Manuel	Principal
Inza, Robert	Assistant Principal
Hevia, Lizette	Assistant Principal
Rodriguez, Gisela	Assistant Principal
Albano, Maria	Teacher, K-12
Matter, Fred	Teacher, K-12
Ojeda, Isabel	Teacher, K-12

b. Duties

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

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.

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 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 reserved 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.

2. 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)
6. Continuously review "Teacher Match" for qualified candidates (Principal/AP)

3. 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.

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.

Barbara Goleman Senior High School ensures that its core instructional programs and materials are aligned to Florida's standards by incorporating state-adopted, and District approved, instructional programs 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.

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.

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 Mid-Year Assessments, Topic 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.

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:** 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
Sanchez, Manuel, 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 mini-assessments, Mid-Year Assessments, topic assessments, and curriculum generated materials to monitor that students are making progress on targeted and tested item specifications on each assessment. The data is disaggregated and strategies are enhanced or modified continuously to meet student needs.

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, Â§ 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 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.

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.

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.

2. 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.

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

The Khan Academy is available to all students. This program allows students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia.

Barbara Goleman has a partnership with Miami-Dade College. Students are transported to the college and take dual enrollment courses during the school day. Students earn college credit upon successful completion of courses.

Students who demonstrate the ability to progress to advanced academics are recommended and encouraged to enroll in honors and advanced placement courses. Counselors also use data from the PSAT to download the "AP Potential" report. Data from this report is also used to recommend academic courses for the following school year. 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 magnet/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.

Students are also encouraged to take courses in our Business/CTE program to earn Industry Certification to enhance their employability and marketability relating to their post-secondary options. All upperclassmen are encouraged to complete at least one (1) course in the Business/CTE program and one (1) Industry Certification exam. During the articulation/registration process for the following school year, counselors meet with students to discuss these options and benefits of complete these courses/programs/exams.

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.

Improving student readiness for the public postsecondary level, advanced academic courses are offered. Many students are enrolled in rigorous courses that model the level of intensity that may be found in college, universities, and technical colleges. ACT and SAT tutoring services are provided to students as well as PERT tutoring services to ensure there are multiple opportunities for students to be deemed "college ready."

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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"Â? 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.

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

🔑 G097075

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	64.0
Bio I EOC Pass	59.0
AMO Reading - All Students	
AMO Math - All Students	

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

- Lack of technological knowledge and confidence in incorporating new technology software and programs

Resources Available to Help Reduce or Eliminate the Barriers 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, tablets

- Math: Textbooks (online), workbooks, iTutoring.com, calculators, online resources, Algebra Nation, Gizmos, FL DOE EOC practice assessments, SAT/ACT workbooks, Virtual Math Tutor, promethean boards, Khan Academy

- 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, Edmodo.com,

- Social Science: Textbooks, tablets, EOC review sites, District Pacing Guides, task cards, various online resources, including District recommended sites, promethean boards

Plan to Monitor Progress Toward G1. 8

-Formal/Informal District Assessments
-Review of lesson plans

Person Responsible
Manuel Sanchez

Schedule
Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion
Observations, use of technology

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

🔑 G097075

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

🔑 B261146

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 assessments, 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

🔑 S276498

Strategy Rationale

By infusing a variety of Higher Order Thinking strategies, technological resources, and scaffold instruction to meet grade-level standards, teacher instruction will assist in maximizing student achievement and increase critical thinking skills.

Action Step 1 5

Provide professional development on Florida Standards.

Person Responsible

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

Manuel Sanchez

Schedule

Quarterly, from 10/27/2017 to 6/7/2018

Evidence of Completion

informal/formal observations; student sample work; attendance logs

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

The fidelity of implementation will be monitored and supported by evidence of participation in common planning/departmental meetings; lesson plans with evidence of grade level item specifications; use of pacing guide standards and exemplar lessons; evidence of working data binder. 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

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

District Assessments, Formal and informal assessments, student work folders

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

The effectiveness of the implementation will be monitored and supported by evidence of analysis and review of formative assessment data reports. 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, will be emphasized. Monitoring will also include a focus on usage of grade level item specs, pacing guide, exemplar lessons, and how grade level standards are incorporated in instructional lesson plans during common planning.

Person Responsible

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

G1.B2 Lack of technological knowledge and confidence in incorporating new technology software and programs 2

🔍 B261147

G1.B2.S1 Implement active strategies and provide professional development opportunities throughout the school year to build teacher capacity and teacher confidence to use technology to improve learning. Provide ample opportunities to showcase new technology to enhance instruction and learning. 4

🔍 S276499

Strategy Rationale

Providing various opportunities to actively engage in professional development will allow teachers to practice the use of technology and be more comfortable to infuse activities in instruction.

Action Step 1 5

Provide professional development activities infusing technology to improve core instruction.

Person Responsible

Manuel Sanchez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Professional Development attendance rosters, walkthroughs

Action Step 2 5

Sharing of new technologies and applications to enhance core instruction.

Person Responsible

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Professional Development attendance rosters, walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lesson plans, teacher participation during professional development activities, and assessments will be monitored through formal and informal observations to account for fidelity of implementation.

Person Responsible

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans with evidence of technological infusion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs will be conducted with an emphasis on seeing how technology incorporation is implemented in the classroom. Lesson plans will be reviewed to ensure teachers are infusing technology into lessons and activities.

Person Responsible

Manuel Sanchez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans, participation in professional development activities, attendance in departmental and faculty meetings

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.MA1 🔍 M400707	-Formal/Informal District Assessments - Review of lesson plans	Sanchez, Manuel	8/21/2017	Observations, use of technology	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400703	The effectiveness of the implementation will be monitored and supported by evidence of analysis and...	Sanchez, Manuel	8/21/2017	Student work samples, student portfolios, lesson plans, participation in professional development, attendance in departmental and faculty meetings	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400704	The fidelity of implementation will be monitored and supported by evidence of participation in...	Sanchez, Manuel	8/21/2017	District Assessments, Formal and informal assessments, student work folders	6/7/2018 quarterly
G1.B1.S1.A1 🔍 A372569	Provide professional development on Florida Standards.	Sanchez, Manuel	8/21/2017	Student work samples, informal/formal assessment data, walkthroughs	6/7/2018 quarterly
G1.B1.S1.A2 🔍 A372570	Common planning and/or after school planning with a focus on rigor, data analysis, lesson plan...	Sanchez, Manuel	8/21/2017	Student work samples, informal/formal assessment data, walkthroughs	6/7/2018 quarterly
G1.B1.S1.A3 🔍 A372571	CRISS Training to new teachers and refresher course to previously trained teachers to enrich best...	Sanchez, Manuel	10/27/2017	informal/formal observations; student sample work; attendance logs	6/7/2018 quarterly
G1.B2.S1.MA1 🔍 M400705	Classroom walkthroughs will be conducted with an emphasis on seeing how technology incorporation is...	Sanchez, Manuel	8/21/2017	Lesson plans, participation in professional development activities, attendance in departmental and faculty meetings	6/7/2018 quarterly
G1.B2.S1.MA1 🔍 M400706	Lesson plans, teacher participation during professional development activities, and assessments...	Sanchez, Manuel	8/21/2017	Lesson plans with evidence of technological infusion	6/7/2018 quarterly
G1.B2.S1.A1 🔍 A372572	Provide professional development activities infusing technology to improve core instruction.	Sanchez, Manuel	8/21/2017	Professional Development attendance rosters, walkthroughs	6/7/2018 monthly
G1.B2.S1.A2 🔍 A372573	Sharing of new technologies and applications to enhance core instruction.	Sanchez, Manuel	8/21/2017	Professional Development attendance rosters, walkthroughs.	6/7/2018 quarterly

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 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 assessments, 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, Fred Matter, Mohammed Taj, Maria Albano, Michelle Verga

Participants

Teachers

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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

Michelle Verga, Fredrick Matter, Mohammed Taj, Maria Albano, Isabel Ojeda

Participants

Teachers

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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 10/27/2017 to 6/7/2018

G1.B2 Lack of technological knowledge and confidence in incorporating new technology software and programs

G1.B2.S1 Implement active strategies and provide professional development opportunities throughout the school year to build teacher capacity and teacher confidence to use technology to improve learning. Provide ample opportunities to showcase new technology to enhance instruction and learning.

PD Opportunity 1

Provide professional development activities infusing technology to improve core instruction.

Facilitator

Miguel Arguelles, Jessica Acuna, Michelle Verga, Kimberly Lopez

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Sharing of new technologies and applications to enhance core instruction.

Facilitator

Michelle Verga, Jessica Acuna, Kimberly Lopez, Ginette Sanchez

Participants

Teachers

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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	Provide professional development on Florida Standards.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7751 - Barbara Goleman Senior High	School Improvement Funds		$500.00
			Notes: PD materials; duplication costs			
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	2017-18
			7751 - Barbara Goleman Senior High	School Improvement Funds		$2,000.00
			Notes: Training materials, trainer stipend, duplication costs			
4	G1.B2.S1.A1	Provide professional development activities infusing technology to improve core instruction.				$0.00
5	G1.B2.S1.A2	Sharing of new technologies and applications to enhance core instruction.				$0.00
					Total:	$2,500.00