

Miami-Dade County Public Schools

# Barbara Goleman Senior High



## 2021-22 Schoolwide Improvement Plan

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## Barbara Goleman Senior High

14100 NW 89TH AVE, Miami Lakes, FL 33018

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

### Demographics

**Principal: Manuel Sanchez III**

Start Date for this Principal: 6/18/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 8-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: A (65%) 2017-18: B (58%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission is to provide students choice through education. We offer eight (8) world-class magnet programs, in a comprehensive high school setting with sports and activities, that will give our students the ability to choose from a wide variety of colleges/universities and careers upon graduation.

#### **Provide the school's vision statement.**

Our vision at Barbara Goleman Senior High School is simple: "Everything we do every day is 100% about our students." Barbara Goleman Senior High School revolves around the needs of our students.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Blanco , Raquel	School Counselor	Member of the Student Services Department; develops, implements, and manages school guidance programs, requirements, and initiatives to ensure the academic, social, and emotional development of all students.
Gant, Alicia	Instructional Technology	Serves as the Instructional Technology Liaison to staff. Plans, organizes and executes professional development and trainings on instructional technology and resources to facilitate learning and success. Offers year-long support on District and school technology initiatives.
Ojeda, Isabel	Teacher, K-12	Serves as the English Department Chair. She provides academic support to the teachers in her department, where necessary. She also analyzes and disseminates data with teachers, and assists with lesson planning of standards-based instruction.
Verga, Michelle	Teacher, K-12	The school's professional development liaison. Oversees all aspects of professional development at the school site. She is responsible for developing and analyzing a needs assessment at the beginning of the school year and create a professional development calendar based on survey results.
Sanchez, Manuel	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students' academic and social-emotional needs.
Parker, Marie	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs at the school.
Bueno, Nora	Assistant Principal	Under the direction of the principal, serves as an educational leader and assist the principal in the planning, coordination, and directing of activities and programs at the school.

## Demographic Information

### Principal start date

Monday 6/18/2018, Manuel Sanchez III

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

67

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

34

**Total number of teacher positions allocated to the school**

130

**Total number of students enrolled at the school**

2,753

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	618	921	675	539	2753	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	214	156	136	567	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	84	96	33	221	
Course failure in Math	0	0	0	0	0	0	0	0	0	21	108	108	53	290	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	68	87	62	58	275	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	71	101	71	46	289	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	175	0	0	0	175	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	72	168	131	88	459

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	3	1	6	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	6	2	10

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	957	710	543	510	2720	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	215	162	137	168	682	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	85	99	37	2	223	
Course failure in Math	0	0	0	0	0	0	0	0	0	106	111	57	4	278	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	88	63	58	79	288	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	71	45	100	320	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	170	134	88	89	481	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	1	7	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	5	1	8	16

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	59%	56%	61%	59%	56%
ELA Learning Gains				57%	54%	51%	53%	56%	53%
ELA Lowest 25th Percentile				47%	48%	42%	35%	51%	44%
Math Achievement				68%	54%	51%	68%	51%	51%
Math Learning Gains				62%	52%	48%	57%	50%	48%
Math Lowest 25th Percentile				66%	51%	45%	53%	51%	45%
Science Achievement				82%	68%	68%	53%	65%	67%
Social Studies Achievement				71%	76%	73%	67%	73%	71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	65%	55%	10%	55%	10%
Cohort Comparison		0%				
10	2021					
	2019	59%	53%	6%	53%	6%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	68%	12%	67%	13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	71%	-2%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	63%	-4%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	54%	16%	57%	13%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool that was used to compile the data below was the Mid-Year Assessments.

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	66.0	0
	Economically Disadvantaged	0	63.0	0
	Students With Disabilities	0	30.0	0
	English Language Learners	0	7.0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	61.0	0
	Economically Disadvantaged	0	60.0	0
	Students With Disabilities	0	39.0	0
	English Language Learners	0	64.0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	66.0	0
	Economically Disadvantaged	0	64.0	0
	Students With Disabilities	0	34.0	0
	English Language Learners	0	6.0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	45.0	0
	Economically Disadvantaged	0	46.0	0
	Students With Disabilities	0	29.0	0
	English Language Learners	0	38.0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	6.0	0
	Economically Disadvantaged	0	6.0	0
	Students With Disabilities	0	5.0	0
	English Language Learners	0	5.0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
Biology	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
US History	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	59.0	0
	Economically Disadvantaged	0	57.0	0
	Students With Disabilities	0	25.0	0
	English Language Learners	0	50.0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
Biology	Economically Disadvantaged	0		0
	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
US History	Students With Disabilities	0		0
	English Language Learners	0		0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		0
	Students With Disabilities	0		0

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	34	31	22	28	28	36	31		98	30
ELL	38	41	31	31	28	27	41	38		88	65
ASN	77	50									
BLK	67	49	33	41	23	26	55	64		100	26
HSP	61	47	32	36	26	24	54	60		96	56

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	58	35		40							
WHT	59	54	33	37	23		68	81		100	82
FRL	58	45	31	34	24	21	50	56		95	52
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	34	33	39	53	47	76	41		76	16
ELL	39	54	51	63	55	63	78	55		82	51
BLK	62	57	38	65	68	65	85	63		79	36
HSP	63	57	48	68	60	66	81	70		90	46
WHT	77	65		68	78		93	93		95	50
FRL	60	55	46	64	60	66	79	67		88	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	41	34	40	45	41	13	33		73	13
ELL	21	28	26	50	55	53	38	42		77	56
ASN	94	83									
BLK	46	35	28	58	50	42	38	61		93	27
HSP	61	54	36	68	57	54	54	66		86	49
WHT	84	61		84	72		67	82		86	37
FRL	57	50	35	65	54	46	49	64		85	46

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Across grade levels, attendance trends are evident when comparing school, District and Tier 1 schools. Data obtained in PowerBi, shows that the school had 45% of students missing 0-5 school days; the District data was 48% and other Tier 1 schools was 49%. Goleman had less students missing fewer days (0-5) when compared to the other two groups (District; Tier 1). Additionally there was a 6% increase in the number of students who missed 31 or more days from 2019-2020 (7%) to 2020-2021 (13%).

Our subgroup data reveals increases in each category with the exception of our SWD group in ELA Learning Gains and ELA Learning Gains Lowest 25% (L25). The 2018 data reveals 34% of our SWD subgroup made Learning Gains in ELA L235, while in 2019 33% made Learning Gains. While this is only a 1% decrease, Learning Gains in all subgroups is something that we will continue to monitor in order to meet the need of our subgroup population. Additionally, data for 2019 vs. 2021 shows a decrease in performance. In 2019, 65% of students scored a Level 3 or above. In 2021, 60% of students scored a Level 3 or above. There was also an increase (39% vs. 35%) of students who performed below grade level (Levels 1-2). Scores in Algebra EOC also showed a decrease between 2019 and 2021. In 2019, 60% of students passed the Algebra 1 EOC (Levels 3 or above). In 2021, 26% of students passed the Algebra 1 EOC (34% decrease).

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and 2019 state assessments; the greatest need for improvement is the Lowest 25 Percentile in ELA.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors that led to this need for improvement can be attributed to struggles with consistency across English and reading classrooms. There have been new teachers teaching new courses and they must learn a new set of standards. To address this need, there will be opportunities for common planning to address these deficiencies and promote learning and mastery.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based off of progress monitoring and 2019 state assessments, Science Achievement data showed a significant improvement between 2018 results (53%) to 2019 results (82%). There was a 29% between the two test administrations.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Contributing factors that resulted in the improvement in science achievement included the strategic placing of teachers in Biology courses. The previous year's data (Biology EOC scores) was evaluated by the administrative staff and high performing teachers were placed in these accountable courses. Additionally, teachers are encouraged and expected to plan collaboratively to create more continuity among classes. District Pacing Guides are used with fidelity and online educational resources, such as Edgenuity, as used as supplemental materials.

**What strategies will need to be implemented in order to accelerate learning?**

Continue strategically placing teachers who perform well in accountability courses; create a mentor program where teachers use Best Practices and "build the bench" of qualified personnel in order to continue to make decisions that drive data in a positive directions. Data chats with individual teachers as well as data discussions during department meetings will allow for collaboration and adjustments to be made based on their students' weaknesses within their data. Also, department meetings as well as communication platforms will be utilized in order for teachers to discuss standards being covered, where they are on the Pacing Guide, the new textbook features/resources, as well as how to best ensure student success within their classrooms.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional development that will take place for the 2021-2022 school year will entail Schoology as a new school wide Learning Management System (August 18), Microsoft 365/Teams (August 19), Best Practices discussed during department meetings as we transition to Florida's new B.E.S.T. standards and new textbook adoptions (September 14), professional development on Cultural Awareness and Mindful practices (September 21), as well as trainings on new technology (new Promethean boards) to enhance learning instruction (October 5).

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The faculty and staff is committed to providing all students high-quality grade level instruction. Teachers use the same curriculum (pacing guides and State standards) to ensure fidelity among all students. Teachers also adjust pacing guides accordingly to target and reinforce critical skills. The school administers and analyzes assessments to determine student knowledge and guide school leaders and teachers to develop next steps in instruction and real-time micro interventions that can prevent further learning gaps. Within each departments, teachers share best-practices that have proven successful as it pertains to instructional quality. Teachers also continuously monitor student progress and provide adequate support, when necessary. Additionally, technology savvy teachers have created a support group where they conduct trainings on both Teams and Schoology in order to be able to communicate and engage our students. In addition, data from assessments are evaluated to provide specific and targeted instruction to yield student success. Diagnostic and baseline assessment data are used to guide support services and instruction. Data from Topic Assessments, Mini Benchmark Assessments, etc. will be continued to be used throughout the school year to further inform instruction and/or remediation. Before testing occurs, we will also offer remediation tutoring for

those students that would benefit from the extra help in order to ensure sustainability and improvement for years to come.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus Description and Rationale:</b>	After examining ELA data, it was evident the greatest area for growth was in the Lowest 25% category. A shift and focus will then turn to teacher preparation targeting this need for improvement. Specifically, the lack of rigor and knowledge of the B.E.S.T. standards in developing rigorous questions to target critical thinking skills in order to ensure student progress. The goal will be to build teacher capacity as it relates to the B.E.S.T. standards to increase student achievement. 2021 data revealed a 5% decrease in ELA grade 9 achievement when compared to 2019 results; in 2019, 65% of Grade 9 students scored a Level 3 or above on the ELA FSA. In 2021, 60% of students in Grade 9 scored a Level 3 or above on the FSA ELA. The need to increase student achievement in ELA is evident.
<b>Measurable Outcome:</b>	If teachers successfully implement the B.E.S.T. Standards, then student learning gains in ELA will increase by 5% in the 2022 ELA FSA in both the Learning Gains (LG) category and the Lowest 25% Learning Gains (LG25) category. Additionally, 100% of ELA teachers by the end of the school year will be able to successfully 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, utilize the new textbook adoptions with fidelity, 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.
<b>Monitoring:</b>	Administrative classroom walkthroughs will take place to ensure quality instruction is evident. Administration will also review lesson plans frequently to ensure instruction is effectively aligned to the new standards. Administration will attend monthly department meetings and bi-weekly team meetings to monitor process toward the desired outcome.
<b>Person responsible for monitoring outcome:</b>	Manuel Sanchez (pr7751@dadeschools.net)
<b>Evidence-based Strategy:</b>	Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, allow students to be able to think for themselves during the gradual release model, and/or gauge whether students understand what is being taught (formative assessment).
<b>Rationale for Evidence-based Strategy:</b>	This strategy will allow students to become more efficient in both critical thinking and reading in order to become more proficient readers and promote accountability for student learning and hold higher expectations for all students. Efficient and proficient readers will perform better on the FSA ELA assessments.

**Action Steps to Implement**

August 18, 2021 - October 11, 2021

Provide monthly, beginning in August 2021, B.E.S.T. Standards Professional Developments and sharing of best practices and constant communication amongst grade level teams.

**Person Responsible** Michelle Verga (mesa-verga@dadeschools.net)

September 13, 2021 - October 11, 2021

Teachers will collaborate to create a common instructional focus calendar to provide targeted instruction aligned to standards. Calendars will be created for the grading terms and adjusted as necessary during debriefing department and team meetings.

**Person Responsible** Isabel Ojeda (iojeda@dadeschools.net)

August 30, 2021 - October 11, 2021

Common planning and/or after school planning with a focus on rigor, teacher communication through online applications, data analysis, lesson plan development, including an emphasis on higher order thinking skills (to be conducted weekly or bi-weekly).

**Person Responsible** Isabel Ojeda (iojeda@dadeschools.net)

August 23, 2021 - October 11, 2021

A school wide acronym for the practice of best reading strategies as well as reading across all core classes of either student choice or content - related material.

**Person Responsible** Michelle Verga (mesa-verga@dadeschools.net)

November 1, 2021 - December 17, 2021

Provide push-in/pull-out remediation using hourly interventionists to provide support to struggling learners.

**Person Responsible** Isabel Ojeda (iojeda@dadeschools.net)

November 1, 2021 - December 17, 2021

Conduct data chats with teachers and administrative staff based on MYA data. Use information from data chats to plan next course of action.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

January 31, 2022 - April 29, 2022

Create an after-school tutoring program targeting standards in need of remediation based on Mid-Year Assessment data.

**Person Responsible** Michelle Verga (mesa-verga@dadeschools.net)

January 31, 2022 - April 29, 2022

Promote literacy throughout the school. Open the Media Center for after school student where they can complete home learning assignments and study. Computers will be available for students to complete online reading tutorials to increase comprehension, phonemic skills, and reading skills.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

**#2. Instructional Practice specifically relating to Professional Learning****Area of Focus  
Description  
and  
Rationale:**

Based on the School Climate Staff Survey results, 39.48% of teachers said they use the Promethean ActivPanel to integrate technology in the classroom; additionally 47.99% replied that they incorporate some form of "Student Response Systems" in their classroom instruction. Lack of technological knowledge and confidence with the change to Schoology as well as the use of Microsoft Office 365 applications reveals the need for professional development in technology to be a focus in order for student growth to be a target.

**Measurable Outcome:**

If we are successful at implementing effective professional learning, there will be a 10% increase in the number of teachers who use the Promethean ActivPanel to integrate technology in the classroom, and there will also be a 10% increase in the number of teachers who incorporate "Student Response Systems" in their classroom instruction. Additionally, the results of integration will also positively affect assessment scores. For example, the objective is to increase Algebra EOC scores. In 2019, 60% of students scored a Level 3 or above on the Algebra 1 EOC; in 2021, those results were 26%. This is a 34% decrease in achievement. The result of this professional learning will yield an increase in student achievement results.

**Monitoring:**

This will be evident by classroom walk-throughs which will reveal a consistency of teachers using similar technological resources and applications, staying on the Pacing Guides, teaching similar standards with a focus on data and student progress, as well as a review of formative assessments such as the Interim Assessments where the results will be shared with the staff to ensure that students are making progress and instruction will be adjusted as necessary. Also, at department meeting teachers will be given ample opportunities to share lessons and activities that is met with student success in turn to inspire other teachers to implement them within their own classrooms as well as provide professional development opportunities throughout the school year to build teacher confidence to use the new technology to improve learning.

**Person responsible for monitoring outcome:**

Manuel Sanchez (pr7751@dadeschools.net)

**Evidence-based Strategy:**

Technology integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.

**Rationale for Evidence-based Strategy:**

Providing various opportunities for teachers to actively engage in professional development will allow teachers to practice the use of the technology and me more comfortable to infuse the new applications and platforms to enhance their instruction and to engage the students.

**Action Steps to Implement**

September 8, 2021 - October 11, 2021

During department meetings teachers will meet within grade-level break out teams to discuss the standards that are being addressed and how technology is being utilized to enhance the standards-based instruction. Teachers will meet, develop, and share standards-based lessons, materials, unit plans, and use of external apps/resources with a focus on test prepping.

**Person Responsible**

Manuel Sanchez (pr7751@dadeschools.net)

September 1, 2021 - October 6, 2021 (Wednesdays)

Provide professional development trainings by our Goleman's TASC force team in order to allow the staff to become more familiar with the technological platforms; have ongoing after school sessions to meet the technology concerns of staff members. Afternoon training sessions will be available to meet the technological needs of teachers.

**Person Responsible** Alicia Gant (ajgant@dadeschools.net)

September 1, 2021 - October 11, 2021

We will also discuss the Best Practices that are being implemented by teachers to make sure that standards are being addressed as efficiently as possible and ensure students are learning the same material at the same time.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

September 1, 2021 - October 11, 2021

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 the new technology into lessons and activities to enhance their instruction.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

November 1, 2021 - December 17, 2021

Conduct a mid-year professional development survey for staff. Analyze survey results and guide direction of professional development activities for the second half of the school year.

**Person Responsible** Michelle Verga (mesa-verga@dadeschools.net)

November 1, 2021 - December 17, 2021

Identify department PD leaders and host breakout PD sessions at department and/or faculty meetings.

**Person Responsible** Alicia Gant (ajgant@dadeschools.net)

January 31, 2022 - April 29, 2022

Use results of surveys to determine who still needs additional support and scaffolding. Develop a mentoring program where experience teachers assist those who are hesitant to use technology due to comfort level.

**Person Responsible** Alicia Gant (ajgant@dadeschools.net)

January 31, 2022 - April 29, 2022

Develop a team to conduct Project-Based Learning (PBL) assignments that are cross-curricular and promote technology integration and learning.

**Person Responsible** Alicia Gant (ajgant@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Our Student Level Data under Attendance & EWI on PowerBi reveals an increase in the number of days students miss school over a two-year period. During the 2020-2021 school year, 13% of students missed 31 or more days; during the 2019-2020 7% of students missed 31 or more days. There was an increase of 6% of students who missed 31+ days over the two year period. If students are missing school, they are missing valuable instruction.
<b>Measurable Outcome:</b>	If we successfully implement the targeted elements of attendance, there will be a 6% decrease in the number of students missing 31 or more days. With more students present to class, students will receive quality instruction that will result in student learning gains.
<b>Monitoring:</b>	Counselors will run discrepancy reports in the gradebooks to ensure students are correctly marked absent. Attendance bulletins will be shared with administrative team and counselors to identify truant students and proceed with interventions and truancy packet completion.
<b>Person responsible for monitoring outcome:</b>	Marie Parker (marieparker@dadeschools.net)
<b>Evidence-based Strategy:</b>	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
<b>Rationale for Evidence-based Strategy:</b>	This strategy was selected to improve attendance so that students are in class and receiving the proper instruction from their teachers. Incentives are necessary to promote the importance of attendance to the continuity of learning.

**Action Steps to Implement**

October 28, 2021; January 20, 2022; April 1, 2022

Reward students with perfect attendance at the end of each grading period with an ice cream social; promote student attendance achievement in social media accounts to recognize attendance accomplishment.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

June 2022

Offer incentives and rewards to those students who achieve perfect attendance for the school year; prizes such as a free yearbook and free parking pass will be issued.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

September 1, 2021 - October 11, 2021

Create a competition among grade levels to see who has the best attendance. The grade level with the overall best attendance rate for the grading period will receive a free non-uniform day as a reward.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

October 11, 2021

Host quarterly "Attendance Parent Night" with those students and their families with truant cases. Have members from the counseling team and the school social worker at the meeting. Discuss academic progress and corrective actions to increase student attendance rate.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

November 1, 2021 - December 17, 2021

Review the school's "Attendance Bulletin" daily to identify students with high absenteeism.

**Person Responsible** Marie Parker (marieparker@dadeschools.net)

November 1, 2021 - December 17, 2021

Track absences in real-time. Capture and track student's attendance through the grade book report. The Attendance Clerk can identify students who were present in one class but absent in another to monitor attendance errors and correct immediately. Students who are chronically skipping classes will be dealt with administratively.

**Person Responsible** Marie Parker (marieparker@dadeschools.net)

January 31, 2022 - April 29, 2022

Conduct mid-year credit history meetings with those students who are struggling academically. The meeting will take place with counselor, administration, social worker, and student and parent. Place truant students in administrative contracts that emphasize academics, conduct, behavior, and attendance goals and expectations.

**Person Responsible** Marie Parker (marieparker@dadeschools.net)

January 31, 2022 - April 29, 2022

Develop a Big Gator/Little Gator Mentoring Program. Pair seniors who are high achieving, academically and behaviorally, with a struggling underclassman. Allow opportunity during the school day, particularly during lunch, for mentors to speak and offer advice to mentees. Coordinate with our school's Mental Health Counselor to include social and emotional wellness activities.

**Person Responsible** Marie Parker (marieparker@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

<b>Area of Focus Description and Rationale:</b>	Based on data from the School Climate Survey, 17% of teachers either felt neutral, disagreed or strongly disagreed that their ideas are listened to and considered. Teachers felt the need to have a voice in the the decision-making process. Providing leadership development opportunities at our school allows teachers to be effective instructors, communicators, problem-solvers and motivators.
<b>Measurable Outcome:</b>	If we are successful at providing leadership development, the results of the School Climate Survey will show an increase as it relates to staff agreeing they are listened to and considered in the decision-making process. There will be an increase of 10% of teachers who feel that their ideas are heard and taken into account by the administrative team.
<b>Monitoring:</b>	The leadership team will survey and identify teacher leaders in the building to facilitate and in engage in professional development activities, lead various school-wide initiative, and provide opportunities to collaborate with the administrative team. This initiative will be evident by teacher leaders providing support to colleagues. Participation in these activities will be monitored for desired outcome.
<b>Person responsible for monitoring outcome:</b>	Manuel Sanchez (pr7751@dadeschools.net)
<b>Evidence-based Strategy:</b>	Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles.
<b>Rationale for Evidence-based Strategy:</b>	If the school leadership team focuses on Empowering Teachers by giving teachers more opportunities to lead training and special programs, then it will engage the faculty as they will become more emotionally invested in the school culture and feel they are listened to and considered.

**Action Steps to Implement**

September 21, 2021

Survey and identify aspiring teacher leaders to facilitate professional development and school-wide initiatives.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

September 28, 2021 - Ongoing

Leadership team will meet with those who want to lead professional development and school-wide initiatives to develop a calendar of events and target goals. Group of participants will join the monthly School Leadership Team meetings after school to discuss school progress and decision-making process.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

August 18, 2021 - Ongoing

Instructional staff will be given opportunities to participate in leadership roles and initiatives; leadership positions and vacancies will be advertised to all staff members. As a result, potential new school leaders will emerge.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

August 18, 2021 - Ongoing

Highlight effective best practices at faculty and department meetings. Ask for various individuals to present lessons that were highly engaging and successful. Faculty meetings will spotlight different departments throughout the year, rotating at each meeting. Department meetings will rotate teacher presentations to allow different voices to be heard.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

November 1, 2021 - December 17, 2021

Improve communication by promoting shared one drive, where teachers can effectively access, submit, and share school related documents.

**Person Responsible** Nora Bueno (njbueno@dadeschools.net)

November 1, 2021 - December 17, 2021

Provide professional development on best practices of school-wide educational technology and resources that will assist teachers in utilizing tools with focus and efficacy to reach all students.

**Person Responsible** Alicia Gant (ajgant@dadeschools.net)

January 31, 2022 - April 29, 2022

The leadership team will attend departmental lunch gatherings with staff to discuss school progress and teacher needs. Teachers will be given the opportunities to discuss any issues or concerns in a smaller setting that is their department.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

January 31, 2022 - April 29, 2022

Host social gatherings to promote staff unity and foster an environment that is conducive to team building.

**Person Responsible** Manuel Sanchez (pr7751@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the state report our school incident report is listed as very low. The school has 2.2 suspensions per 100 students; statewide, the rate was 13.5. Therefore, the school had a very low rate in comparison. Additionally, the reported annual in-school suspension rate decreased from 223 cases in 2018 to 51 cases in 2019. The school will continue to reinforce model behavior and make sure of its many clubs and activities to ensure positive student behavior is highlighted. Additionally, the Student Services Department, specifically, the TRUST counselor will continue to conduct sessions and orientations promoting exemplary behavior and mental health awareness.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Faculty and staff at Barbara Goleman are student-centered and will continue to enforce policies and procedures that reflect those commitments that advocates for the students. The school uses data to provide differentiated instruction to meet the diverse learning needs of the students. Teachers collaborate as they review data and plan instruction that ties with the District Pacing Guides and other approved resources that aligns to state standards to guide their instruction and meet students' needs often through department meetings or communication applications. 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 and cooperation with one another. In addition, the school also offers various Magnet classes and various extracurriculars to give students choices of activities to engage in during their time Goleman. Teachers as well as students are often highlighted for achievements as well as going above their duties and encouraged to attend professional developments opportunities and share what is learned with colleagues. Discipline issues are dealt with administration right away so students feel that they are in a safe and secure environment where their success is celebrated and teachers care about them reaching their potential as students.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Dr. Manuel Sanchez, Principal, Robert Inza, Assistant Principal, Nora Bueno, Assistant Principal, Mr. Francisco Serio Assistant Principal and Ms. Marie Parker, Assistant Principal, 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 to promote a positive school culture and environment. The administration team is visible, effectively communicates with the staff, and assists teachers with what they need to be able to perform their duties.

The school the Student Service Department (lead by Melanie Gonzalez), the trust counselor Ms. Marly Hernandez-Bouza, teachers (all staff), and administrative team review the grade book and/or the "Attendance Bulletin" to identify students who exhibit a pattern of absenteeism. These students receive phone calls in order to increase their attendance to show parents are students alike the importance of being at school.

Isabel Ojeda Language Arts Department Head: plans and facilitate meetings; conduct data chats; provide resources and support for teachers; plans and schedule District assessments.

Mohammed Taj Math Department Head: plans and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments.

Maria Albano Social Studies Department Head: plans and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments.

Ricardo Symonette Science Department Head: plans and facilitate meetings; conduct data chats; provide resources and support for teachers; plan and schedule District assessments.

Michelle Verga (P.D. Liaison): helps to plan and facilitate Professional Development trainings at our school site and instructs courses to satisfy the needs of teachers.

Alicia Gant (Magnet Teacher/Technology): helps to plan and facilitate Professional Development trainings at our school site and is the technology expert that helps guides teachers in the use of new applications.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00