Barbara Goleman Senior High

2022-23 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: 7/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (68%) 2018-19: A (65%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	No	75%

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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Barbara Goleman Senior High School is to provide students choices through education. We offer eight (8) world-class magnet programs, in a comprehensive high school setting with extracurricular activities that gives 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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.
Inza, Robert	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.
Serio, Francisco	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.
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.
Albano, Maria	Other	Serves as the Social Studies 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.
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.
Delia, Gioanny	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 resources to facilitate learning and success. Offers year-long support on District and school technology initiatives.
Gonzalez, Melanie	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.
Ojeda, Isabel	Other	Serves as the Language Arts 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.

Name	Position Title	Job Duties and Responsibilities
Taj, Mohammad	Other	Serves as the Mathematics 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.
Sanchez, Manuel	Principal	Provide leadership in developing, implementing and supporting school wide efforts; encouraging positive school culture and addressing students' academic and socio-emotional needs.

Demographic Information

Principal start date
Wednesday 7/18/2018, Manuel Sanchez III

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
17

Total number of teacher positions allocated to the school
111

Total number of students enrolled at the school
2,866

Identify the number of instructional staff who left the school during the 2021-22 school year.
13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	895	626	779	623	2923
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	114	121	158	157	550
One or more suspensions	0	0	0	0	0	0	0	0	0	76	36	54	28	194
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	6	36	28	83
Course failure in Math	0	0	0	0	0	0	0	0	0	24	39	77	57	197
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	183	84	92	0	359
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	205	65	67	4	341
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	249	79	120	94	542

Using the table above, complete the table below with the number of students by current grade level who have 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	178	91	124	52	445

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	5	8

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	54%	51%				64%	59%	56%
ELA Learning Gains	66%						57%	54%	51%
ELA Lowest 25th Percentile	56%						47%	48%	42%
Math Achievement	58%	42%	38%				68%	54%	51%
Math Learning Gains	69%						62%	52%	48%
Math Lowest 25th Percentile	71%						66%	51%	45%
Science Achievement	64%	41%	40%				82%	68%	68%
Social Studies Achievement	69%	56%	48%				71%	76%	73%

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	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	68%	12%	67%	13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	71%	-2%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	63%	-4%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	54%	16%	57%	13%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	40	33	33	57	50	36	36		98	35
ELL	43	66	63	49	72	79	46	40		93	52
ASN	93	86									
BLK	72	62	55	55	69	63	65	76		100	46
HSP	69	67	57	58	70	72	63	67		96	62

2022 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 2020-21	C & C Accel 2020-21
MUL	60										
WHT	65	56	38	57	58		70	71		93	86
FRL	66	63	54	55	68	69	63	66		97	57

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
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

Part III: Planning for Improvement

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?

After analyzing data across grade levels and platforms, several trends were evident.

Attendance data from PowerBi showed that the school had 14% of students accumulated five (5) or less absences. By comparison, the District had 30% of students with 0-5 absences, and Tier 1 schools had 31% of students with 0-5 absences. Hence, Goleman had less students missing fewer days (0-5) when compared to the other two groups (District, Tier 1). Additionally, analyzing the data from the "Student Attendance-Three Year Comparison" report, during the 2019-2020 school year Goleman had 36% of students with 0-5 absences; 26% in 2020-2021 and 14% in 2021-2022. The data reveals a decrease of 22% of students with 0-5 absences between the 2019-2020 and 2021-2022 school years.

Additionally, when comparing subgroup data for the 2021 and 2022 school years, all ELA subgroups achievement increased. There was also increases in ELA Learning Gains and ELA Learning Gains in the Lowest 25%. All Math subgroups increased from 2021 to 2022 data. Math Achievement, Math Learning

Gains, and Math Learning Gains in the Lowest 25% all showed an increase when comparing the two school years. Science Achievement in all subgroups also showed in an increase in all categories with the exception of the SWD subgroup that remained stagnant, 36% both years (2021 and 2022). Social Studies Achievement also increased except in the White subgroup that had a 10% decrease across the two year comparison (81 to 71).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2022 state assessments, the greatest need for improvement is ELA Achievement in the SWD and ELL subgroups. Although both subgroups demonstrated improvement over the previous year, (SWD went from 28% to 35% and ELL went from 38% to 43%), the need is evident to improve ELA scores across the board.

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 students' lack of fluency, academic vocabulary, and comprehension of complex texts. To address this need, there will be opportunities for common planning to address these deficiencies and promote learning and mastery with a focus on data, DI, and standards-based instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessments, the data components that showed the most improvement was Math Learning Gains and Math Lowest 25% Learning Gains. Comparing data from the 2021 vs 2022 state assessments, Math Learning Gains improved from 25% to 69%, a 44% increase. Math Lowest 25% Learning Gains increased from 24% to 71%, an increase of 47%.

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

Contributing factors that led to this improvement include effective and constructive lesson planning among the math department. Data was also analyzed prior to teacher placement and only those with strong data were placed to teach in accountable courses.

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

We will continue to use data to strategically place 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 forward. 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' areas of growth. Also, department meetings as well 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 Learning Support Team (PLST) will coordinate opportunities for PD in the areas of Differentiated Instruction, Technology and effective collaborative planning throughout the school year.

PD on the new Learning Management System (LMS), Schoology, will take place to better familiarize teachers with the platform (August 15).

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as Saturday Academies, special camps (such as SAT and ACT preparation camps), and STEM-based clubs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Student Level Data under Attendance on PowerBi reveals a decrease in the number students missing 0-5 days of schools when compared to the prior year. During the 2020-21 school year, 26% of students missed 0-5 days; during the 2021-22 school year, 14% of students missed 0-5 days. There was an decrease of 12% of students who missed 0-5 days over the two-year period. Therefore, there was an increase in student absenteeism. In addition, when comparing this same category to the District's, students at Barbara Goleman missing 0-5 days was less by 16% as well (30% vs 14%). If students are absent, they are missing valuable instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Barbara Goleman Senior High School wants to increase the number of students missing 0-5 days during the 2022-2023 school year. With the implementation of the targeted elements of attendance, there will be a 10% increase of students missing 0-5 days and a decrease of students missing additional school days. With more students present in class, students will receive quality instruction that will result in student learning gains.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Counselors will run discrepancy reports in the gradebook to ensure students are correctly marked absent. Attendance bulletins will be shared with the administrative team and Student Services Department to identify truant students and proceed with interventions and truancy packet completion. We will also issue attendance contracts and monitor student attendance records to make sure they are abiding by the signed contracts.
Person responsible for monitoring outcome:	Marie Parker (marieparker@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Attendance strategies involve a multi-faceted approach to increase and improve targeted goals. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy: Explain the rationale for	This strategy was selected to improve attendance so that students are in class and not missing so many consecutive days in a row. Students need to be in class in order to receive the proper instruction from their teachers. Incentives are necessary to promote the importance of attendance to the continuity of learning.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31, 2022 - October 11, 2022
Promote student attendance achievements in social media accounts, morning and afternoon announcements, as well as certificates to recognize attendance achievements.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Create a competition among grade levels to see who had the best attendance. The grade level with the overall best attendance rate for the grading period will receive an award, such as a non-uniform day, no-homework pass.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Review the school's "Attendance Bulletin" daily to identify students with high absenteeism and identify students for immediate interventions, such as parent conferences with counselors and social worker.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Offer incentives and rewards to those who achieved 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)

October 31, 2022 - December 16, 2022
Recognize students with Perfect Attendance at the end of each quarter, similar to recognition programs for Honor Roll. Students who earned Perfect Attendance will be given passes to attend a "movie event", and/ or similar recognition activity at school. Also, students will be given certificate to celebrate this success.

Person Responsible	Marie Parker (marieparker@dadeschools.net)

October 13, 2022 - December 16, 2022
Schedule truancy meetings in the evening with the social worker and support personnel to provide support and access to resources to those students who have excessive absences.

Person Responsible	Marie Parker (marieparker@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After examining ELA data, it was evident the greatest area for growth was in the Lowest 25% category (56%) and in the ELA subgroups ELA L25% SWD (33%). Although both showed improvement over the previous year, proficiency lags behind other subgroups and categories. With new standards, it is important for teachers to provide instruction that will positively impact student achievement. Teacher preparation on standards-aligned instruction will be a focus. Building teacher capacity will increase student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of instruction aligned to standards, then student achievement in ELA will increase by 5% in both the L25% and L25%SWD categories in the 2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will keep a copy of their lesson plan documents in their respective classrooms. During classroom walkthroughs, department chairs and administrators will be able to review the lesson plans to verify implementation by checking for standards aligned instruction and looking at student work for evidence of mastery of objectives.
Person responsible for monitoring outcome:	Robert Inza (257124@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards aligned instruction will be provided by the teachers to deliver planned lessons to facilitate student learning in order to successfully accomplish learning goals. Teachers will utilize district created pacing guides and resources to ensure that the standards are being taught with fidelity. Students will show evidence of mastering the lesson objectives through their work samples/tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy will allow students to become more in critical thinking and reading in order to become more proficient readers and promote accountability for student learning and hold higher expectations for all students. Standards aligned instruction promotes consistent application of learning objectives.

| **Action Steps to Implement** |
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

August 31, 2022 - October 11, 2022

Teachers will collaborate to create lesson plans and a common instructional focus calendar to provide instruction aligned to standards. Calendars and lessons will be adjusted as necessary during debriefing in department and team meetings.

| **Person Responsible** | Robert Inza (257124@dadeschools.net) |

August 31, 2022 - October 11, 2022

Common planning and/or after school planning with a focus on rigor, teaching communication through online applications, data analysis, and lesson plan development.

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

August 31, 2022 - October 11, 2022

Teachers will be provided with professional development opportunities to learn how to effectively implement new standards and sharing of best practices.

| **Person Responsible** | Francisco Serio (256290@dadeschools.net) |

August 31, 2022 - October 11, 2022

School wide effort to increase comfort level of new learning management system (LMS), Schoology, and its integration to provide lessons that are aligned to standards.

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

October 31, 2022 - December 16, 2022

Teachers will be provided with professional development opportunities on instructional strategies to engage students with the use of various organizers as seen through SAVVAS workshops aligned with B.E.S.T. standards (Z/W organizers, one-pagers, Silent Conversation, as well as Think-Pair-Share).

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

October 31, 2022 - December 16, 2022

Wednesday afternoon Schoology technology review sessions will be conducted to keep the comfort level of the new learning management system (LMS) ongoing to ensure that teachers have access to their pacing guides, curriculum standards, and available applications as supplemental material for their instructional use and lesson planning.

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

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data from the 2021-2022 School Climate Survey, 43% of teachers replied they "strongly agree" that "School personnel work together as a team." Given multiple opportunities to plan collaboratively and share best practices should strengthen instructional delivery and achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of collaborative planning, overall proficiency will increase by 5 percentage points in all content areas as evidenced by the 2023 state assessments. Also, there will be an increase of 10% of teachers who respond to the School Climate Survey that they strongly agree that "School personnel work together as a team."
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will attend collaborative planning sessions to ensure fidelity. The team will also conduct walkthroughs to look for evidence of common planning. Data chats will also be held to discuss student progress and determine interventions and enrichment activities.
Person responsible for monitoring outcome:	Manuel Sanchez (pr7751@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of collaborative planning, our school will focus on collaborative analysis of student data on formative as well as summative assessments. During collaborative data chats, teachers and administration will analyze student performance data and determine how that information will be used to drive future instruction. Time will also be allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborative planning and data chats will allow for teachers to be reflective of their practices. Teachers will adjust their instructional delivery as new data and best practices become available.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31, 2022 - October 11, 2022
Teachers will share Best Practices during department and team meetings. Provide ongoing opportunities for teachers to collaborate and share practices.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Teachers will participate in data chats with administrative team. Teachers will share their action plans that will include remediation and enrichment strategies.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Administrative walkthroughs will be conducted with a focus on establishing collaborative planning is being conducted by teaches. Commonality in instruction and delivery should be evident among those teaching the same course.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

August 31, 2022 - October 11, 2022
Teachers will be given opportunities to attend ongoing trainings on the new Learning Management System (LMS), Schoology, and work with colleagues to plan instruction.

Person Responsible	Alicia Gant (ajgant@dadeschools.net)

October 31, 2022 - December 16, 2022
Teachers will share Best Practices during department and team meetings. Provide ongoing opportunities for teachers to collaborate and share information from various district-based trainings that many have attended.

Person Responsible	Manuel Sanchez (pr7751@dadeschools.net)

October 31, 2022 - December 16, 2022
Teachers will utilize technology through WhatsApp, Schoology, Exposure to ASCD (Association of Supervision and Curriculum Development) as resources through the employee portal to collaborate as they build their lessons.

Person Responsible	Robert Inza (robertinza@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data from the 2021-2022 School Climate Survey, 32% of teachers did not feel that their ideas are listened to and considered; 14% of teachers were neutral when responding to the same question. Teachers feel the need to have their voices heard in the decision making process. Providing leadership development opportunities at our school allows teachers to be effective instructors, communicators, problem solvers, and motivators.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of providing leadership development, the results of the 2022-2023 School Climate Survey will show an increase as it relates to staff agreeing that they are listened to and considered in the decision-making process. There will be an increase in 10% of teachers who feel that their ideas are heard and taken into consideration by the school leadership team.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will survey and identify teacher leaders in the building to facilitate and engage in professional development activities, lead various school-wide initiatives and provide opportunities to collaborate with the administrative team. This initiative will be evident by teacher leaders providing support to colleagues.
Person responsible for monitoring outcome:	Robert Inza (257124@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By creating multiple opportunities for staff involvement in leadership opportunities, we hope to increase the feeling of shared leadership.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If the school leadership team focuses on empowering staff, then teachers will have opportunities to lead trainings and special programs, 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 17, 2022
Survey and identify aspiring teacher leaders to facilitate professional development and school wide initiatives.

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

August 31, 2022-October 11, 2022
The School 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   Robert Inza (257124@dadeschools.net)

August 31, 2022-October 11, 2022
During departmental meetings, team meetings, and faculty meetings, teachers will have opportunities to lead and present best practices.

Person Responsible   Manuel Sanchez (pr7751@dadeschools.net)

August 17, 2022-October 11, 2022
After school technological help will be provided for teachers every Wednesday afterschool to provide support on the new Learning Management System (LMS), Schoology, and other technology initiatives. Teacher Leaders will assist in the process.

Person Responsible   Alicia Gant (ajgant@dadeschools.net)

October 31, 2022 - December 16, 2022
Teacher leaders in conjunction with the School Leadership Team will develop afterschool activities that promote team building and synergy.

Person Responsible   Nora Bueno (njbueno@dadeschools.net)

October 31, 2022 - December 16, 2022
The School Leadership Team will meet with aspiring administrators and leaders to develop a master calendar of events in the Spring, including the annual "March Magnet Madness" where incoming freshmen complete requirements to be enrolled at school. The team will coordinate events to promote student-life and parental involvement.

Person Responsible   Nora Bueno (njbueno@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The faculty and staff at Barbara Goleman Senior High School are student-centered and will continue to enforce policies and procedures that reflect those commitments that advocate for 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 correlates with the District Pacing Guides and other approved resources that aligns to state standards to guide instruction and meet the diverse learning needs of students, often through department meetings and/or communication platforms. 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. In addition, the school offers various

magnet classes and extracurricular activities to give students choices of events to engage during their time at Goleman. Teachers as well as students are often highlighted for achievements, as well as. going above their duties and encouraged to attend professional development 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 learning environment where their success is celebrated and teachers care about them reaching their full potential.

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

At Barbara Goleman Senior High School all stakeholders are valued and are an integral part of promoting a positive school culture. The administration, faculty, and staff, students, parents and community members play a critical role in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns in a timely manner with opportunities for growth and success. The Assistant Principals will assist the principal in ensuring school initiatives are on tasks. Teacher leaders will assist in providing and responding to feedback from stakeholders. Their feedback is solicited and valued and we strive to maintain ongoing communication with them.