

Miami-Dade County Public Schools

# Barbara Goleman Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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## Barbara Goleman Senior High

14100 NW 89TH AVE, Miami Lakes, FL 33018

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

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

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

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

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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Inza, Robert	Assistant Principal	Overseeing the SIP implementation.
Bueno, Nora	Assistant Principal	Overseeing the SIP implementation.
Serio, Francisco	Assistant Principal	Overseeing the SIP implementation.
Parker, Marie	Assistant Principal	Overseeing the SIP implementation.
Albano, Maria	Other	Social Studies Department Chair (monthly meetings).
Blanco , Raquel	School Counselor	Counselor
Delia, Gioanny	School Counselor	Counselor
Gant, Alicia	Instructional Technology	Digital Innovator
Gonzalez, Melanie	School Counselor	School Counselor
Ojeda, Isabel	Curriculum Resource Teacher	Department meetings (monthly)
Taj, Mohammad	Other	Math Department chair (monthly meetings)
Sanchez, Manuel	Principal	Principal Overseeing the implementation of the SIP
Symonette, Ricardo	Teacher, K-12	

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school will foster active engagement of diverse stakeholders, including teachers, parents, community members, and students, in the comprehensive monitoring process of the School Improvement Plan (SIP). Using ideas provided by EESAC, the SIP will be effectively communicated to the entire community. To bolster this effort, specific targeted objectives will be integrated within each core-subject department of the school. This strategic approach aims to guarantee faithful implementation of the plan while facilitating timely adjustments in instructional strategies based on identified areas of weakness.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To monitor the SIP, the school will regularly (at least quarterly) collect and analyze various types of data throughout the course of the school year, including standardized test scores, formative and summative assessment results in order to monitor and adjust what is needed. A designated team, which will consist of an administrator and department chair will identify trends, patterns, as well as individual student's data in order to conduct data chats for instructional adjustments to continuously be made within classrooms and offer targeted instruction of the B.E.S.T. standards.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	97%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	75%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**



**Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students identified retained:**

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

#### **Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	550	
One or more suspensions	0	0	0	0	0	0	0	0	0	194	
Course failure in ELA	0	0	0	0	0	0	0	0	0	83	
Course failure in Math	0	0	0	0	0	0	0	0	0	197	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	359	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	341	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	542	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	445

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		55	50	69	54	51	62		
ELA Learning Gains				66			48		
ELA Lowest 25th Percentile				56			32		
Math Achievement*		43	38	58	42	38	37		
Math Learning Gains				69			25		
Math Lowest 25th Percentile				71			24		
Science Achievement*		62	64	64	41	40	54		
Social Studies Achievement*		69	66	69	56	48	61		
Middle School Acceleration					56	44			
Graduation Rate		89	89	97	56	61	96		
College and Career Acceleration		70	65	61	67	67	55		
ELP Progress		49	45	37			73		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

**2021-22 ESSA Federal Index**

Percent Tested	
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	97

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	58			
AMI				
ASN	90			
BLK	66			
HSP	65			
MUL	60			
PAC				
WHT	66			
FRL	63			

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	66	56	58	69	71	64	69		97	61	37
SWD	35	40	33	33	57	50	36	36		98	35	
ELL	43	66	63	49	72	79	46	40		93	52	37
AMI												
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	38
MUL	60											
PAC												
WHT	65	56	38	57	58		70	71		93	86	
FRL	66	63	54	55	68	69	63	66		97	57	32

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	48	32	37	25	24	54	61		96	55	73
SWD	28	34	31	22	28	28	36	31		98	30	
ELL	38	41	31	31	28	27	41	38		88	65	73
AMI												
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	73
MUL	58	35		40								
PAC												
WHT	59	54	33	37	23		68	81		100	82	
FRL	58	45	31	34	24	21	50	56		95	52	71

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	70%	54%	16%	50%	20%
09	2023 - Spring	59%	51%	8%	48%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	56%	-10%	50%	-4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	52%	6%	48%	10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	65%	-10%	63%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	66%	7%	63%	10%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance was the results of the 2023 B.E.S.T. Algebra EOC. On that assessment, 46% of students were proficient. 38% of those who tested scored a Level 1; 15% a Level 2. Contributing factors may include the fact that the curriculum and, therefore, assessment was a new to teachers and students. There is a trend in decreasing scores in Algebra when compared to prior years.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

From the prior year, the data component that showed the greatest decline was Algebra. In 2022, 56% were proficient in the Algebra 1 EOC; in 2023, 46% of students were proficient in the B.E.S.T. Algebra EOC. Factors contributing to this decline include a new assessment with new benchmarks and testing format.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average include two (2) areas: Algebra 1 and Biology. In both cases, there was a difference of 8% when comparing state and school averages (46% vs 54% and 55% vs 63%). Factors include a new curriculum for Algebra. In biology, some teachers struggled with covering all topics/benchmarks earmarked to be tested because of time constraints.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was US History with an 11% increase in proficiency from 62% to 73% in the US History EOC from 2022 vs 2023. Actions that attributed to this increase include common planning with teachers, more opportunities for remediation and enrichment, such as before and after school tutoring.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the EWS data, areas of concern continue to be truant students. In particular, when compared to their counterparts, the senior class has more students missing 31 or more days than the other classes (24% as compared to 8% freshmen, 8% sophomores, and 7% juniors). There will be a concerted effort to avoid this trend from continuing.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Priorities for the upcoming school year include making strides in all tested areas. However, an increase in Algebra, Geometry, and Biology EOC assessment scores will be a focus as those areas scored below the other tested subject areas when compared to State averages. Attendance will also continue to be a priority to ensure student success.

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data component that showed the lowest performance was results of the 2023 B.E.S.T Algebra E.O.C. assessment. At Goleman, 46% of students were proficient compared to 54% of the state. There is an -8% difference gap between the school's results and the state's.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

There will be an increase of 5% proficiency in the 2024 B.E.S.T. Algebra E.O.C. assessment as a result of teachers providing benchmark-aligned instruction.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored via weekly classroom walkthroughs, portfolio reviews, and administrative conversations and quarterly data chats with teachers throughout the school year.

**Person responsible for monitoring outcome:**

Francisco Serio (256290@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction (DI) will provide different opportunities for learning and content processing to ensure academic success. Research has proven that DI benefits a wide range of students with varying abilities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All students must pass the Algebra EOC to graduate high school. Differentiated Instruction is crucial to ensuring that the varying needs of students are met in a timely manner. Teachers will need to align instruction to benchmarks and adapt lessons with the DI model to strategic target learning growth and mastery.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Teachers will enroll in a B.E.S.T. standards (Algebra) professional development. Teachers will be comfortable implementing strategies that align with the B.E.S.T. standards.

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

**By When:** 08/14/23-9/29/2023

Test simulation (topic assessments, PM1, etc.) will have yielded data for teachers to determine areas of strengths and weaknesses. Teachers will use data from assessments to tailor instruction to meet learn needs. Data will be used to plan and execute DI in classrooms.

**Person Responsible:** Mohammad Taj (mtaj58@dadeschools.net)

**By When:** 08/14/23-9/29/2023

Teachers will, in their monthly department meetings, analyze data to adjust instructional delivery. Sharing of Best Practices will implement changes in instruction to increase engagement and learning.

**Person Responsible:** Mohammad Taj (mtaj58@dadeschools.net)

**By When:** 08/14/23-9/29/2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the results of the 2023 Biology EOC assessment, 55% of students were proficient compared to 63% in the state (-8% difference).

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

There will be an increase of 5% in proficiency in the 2024 Biology EOC assessment when compared to results of the 2023 Biology EOC exam.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

To effectively monitor biology, a multifaceted approach will be employed. This includes conducting data chats focused on topic assessments, utilizing Khan Academy and Labster for pinpointing strengths and weaknesses to heighten student engagement, sharing exemplary strategies during monthly department meetings and team meetings, and scrutinizing topic assessment data to fine-tune instructional delivery.

**Person responsible for monitoring outcome:**

Marie Parker (marieparker@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Technology Integration will be actively used throughout the school year so students can master content in a manner that is appealing and engaging. Students will use online resources, such as online-labs, to facilitate learning and growth.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Technology is an integral part of learning. The Biology EOC will be computer-based and students need sufficient practice and planning to be familiar with exploring online content.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

The Science Department chair as well as an administrator will conduct data chats after topic assessments to enable teachers to refine their instruction by identifying data trends and students' areas for growth. This process will allow teachers to make targeted curricular adjustments to enhance teaching strategies.

**Person Responsible:** Ricardo Symonette (222604@dadeschools.net)

**By When:** 08/14/23-9/29/2023

Science teachers will be exposed to Khan Academy and Labster to determine areas of strengths and weaknesses in order to use the application within their own classrooms to enhance student engagement.

**Person Responsible:** Ricardo Symonette (222604@dadeschools.net)

**By When:** 08/14/23-09/29/2023

Department chair will facilitate the exchange of Best Practices during monthly department meetings serves a dual purpose: ensuring comprehensive coverage of standards and enabling teachers to glean effective techniques/strategies from peers for application within their classrooms.

**Person Responsible:** Ricardo Symonette (222604@dadeschools.net)

**By When:** 08/14/23-09/29/2023

Teachers will have the opportunity to shadow each other's classroom and observe learning trends across the Biology courses. Teachers will then have the opportunity to discuss their findings and determine targets for interventions.

**Person Responsible:** Ricardo Symonette (222604@dadeschools.net)

**By When:** 08/14/23-09/29/2023

**#3. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data presented in PowerBi, it is evident that 19% of students in the 2022-2023 school year had an absence of 0-5 days. This stands in contrast to the district's rate of 30% and other tier 1 schools' rate of 34%. Despite the school having a lower percentage of students with absences lasting 0-5 days than the previous year, there is still a desire to further reduce this number.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the number of students missing 0-5 days by 2% in 2023-2024 when compared to the 2022-2023 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Thoroughly examine the attendance bulletin to pinpoint students with significant absenteeism for immediate interventions. Counselors will proactively reach out to households to address and mitigate absenteeism concerns and teachers will inform counselors of those specific students who are absent from their classrooms.

**Person responsible for monitoring outcome:**

Marie Parker (marieparker@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendance Initiatives such as closely monitoring and reporting absences, calls to parents, and counseling services are integral to increasing student attendance. As a result of an increase in student attendance, there should be a direct impact on academic success since there will be more instructional time.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Increasing attendance in a high school using incentives can be an effective strategy to motivate students to attend classes regularly. This approach recognizes that students are more likely to engage in positive behaviors when they see tangible benefits.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Faculty members will receive a handout discussing the incentives to increase student attendance and right away we will begin promoting student attendance achievements in social media accounts, morning and afternoon announcements as an award as well as certificates.

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

**By When:** 9/29/2023

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 lunch with the principals, a "Lunch Pass" to skip in front of the line and recognized through social media accounts.

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

**By When:** 9/29/2023

Work closely with the Attendance Manager to expeditiously correct attendance errors by reviewing reports from Pinnacle.

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

**By When:** 9/29/2023

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 workers.

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

**By When:** 9/29/2023

**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In light of the updated testing methods and Florida state standards, our focus remains on increasing our school's acceleration rate and maintaining an "A+" school grade. For the 2021-2022 school year, the school had an 80.9% acceleration rate. It is imperative that students continue to be enrolled and pass Advanced Placement (AP), Dual Enrollment (DE), and Industry Certification Exams (ICE) to be better prepared for postsecondary opportunities.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the school's acceleration by at least 5% from the previous school year; the outcome, then, should be to have at least 86% acceleration. In order to accomplish this task, there will be an overall increase in three acceleration categories: AP, DE, and ICE exams.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Use the various student information systems and advanced technology tools to monitor student progress, attendance, and course grades, and course completion. Administration and Student Services Department will review grades and progress in courses associated with acceleration (AP, DE, ICE), to ensure students are progress appropriately and completing assignments on track to obtain acceleration.

**Person responsible for monitoring outcome:**

Manuel Sanchez (pr7751@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Shared Leadership will be implemented to impact acceleration at the school site. Shared Leadership will involve multiple school leaders and staff members to make decisions that will impact course offerings and increase course enrollment.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Shared Leadership will collectively use the expertise of various stakeholders to fulfill a common goal. Shared Leadership builds upon ownership, buy-in, tailored interventions, and collaborative problem-solving to meet a common goal; it is a continuous process that cultivates relationships to create a student-centered school.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Discuss how to expand industry certification offerings as well as dual enrollment and summer youth internship programs during master schedule planning for the upcoming school year.

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

**By When:** 08/14/23-09/29/2023

Increase enrollment in AP courses to inspire and engage a broader spectrum of capable students, propelling them toward accelerated academic achievements.

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

**By When:** 08/14/23-09/29/2023

Counselors look at "AP Potential" reports to identify students who may be successful in these programs and target them for more advanced course level work. The "AP Potential" reports will also be shared with teachers.

**Person Responsible:** Melanie Gonzalez (309955@dadeschools.net)

**By When:** 08/14/23-09/29/2023

Survey staff who have advanced degrees to determine who can be credentialed for Dual Enrollment with partnership with local College.

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

**By When:** 08/14/23-09/29/2023

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Disseminating the School Improvement Plan (SIP) and progress monitoring updates to various stakeholders is crucial for transparency, engagement, and collaboration. There is a comprehensive plan for how to effectively share the SIP with different groups of stakeholders, ensuring that information is accessible and understandable: the SIP will be shared on the school's website (barbaragolemansenior.com) for all stakeholders to access; Student Council will share relevant information with their peers; parent workshops will be held to discuss the SIP process and its goals; provide translated materials for families who speak another language; present the SIP during staff meetings to ensure all educators are information about the plan's objectives and strategies.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))



Building positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress is paramount to the school's success. Open communication is key. There will be regular meetings to engage parents in the process of their child's education; workshops and seminars (i.e., Grade Level Parent Nights; College Night) will be held to share common goals and objectives with parents. Online resources, including Social Media, will be used to disseminate information in a timely manner. The school's website (barbaragolemansenior.com) will be updated regularly.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))**

The school's plan to strengthen the academic programs in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum is the cornerstone of its success. Teachers will be asked to share and incorporate Best Practices in their curriculum and provide Differentiated Instruction (DI) that addresses the diverse learning needs of their students. Additionally, there will be a concerted effort to promote and increase enrollment in Honors, Advanced Placement (AP) and Dual Enrollment (DE) courses. Such events like an "Electives Fair" will be held before articulation is to take place to expose students to the different programs and course offerings available to them. Extended learning opportunities, such as Internships will be advertised.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

This School Improvement Plan (SIP) is developed with the knowledge that Federal, State, and local services and rules must be adhered to when addressing student needs and learning targets.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school ensures counseling, school-based mental health services, and other strategies to improve students' skills outside the academic subject areas are met with a comprehensive Student Services Department that offers a variety of services by trained and skilled professionals. Counseling services include a grade-level counselor who is able to all students all the time; a TRUST counselor who works with students who are in need of specific mental health services. There is also a part-time Mental Health Counselor who visits the school three times a week. Additionally, students with special circumstances and needs are provided with an Individualized Education Plan (IEP) or a 504. There are also various clubs and student-led organizations that provide mental health assistance and awareness: Gator Talk (Peer Counseling Group) and Open Mind, Open Hears (our mental health student club).

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Successfully preparing students for life outside of high school is the mission of the school. Students, through various courses, obtain the knowledge and skills to explore different path after high school.

Several courses, when completed successfully, provide students with Industry Certification, a certificate valuable in the workforce. Additionally, College Fairs, Career Fairs, Guest Speakers, Field Trips and Internships are various pathways the school highlights to cater to the diverse needs of learners.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

The implementation of a schoolwide tiered model to prevent and address problem behavior include the ability to identify issues, gather data, develop an action plan that addresses learning needs, providing interventions and enrichment opportunities, and then monitoring the progress. The tiered model addresses needs and provides a system where students are supported.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Professional development is ongoing at the school site. It is based on student and teacher needs; data is frequently analyzed to determine best course of action. Using data to inform instruction helps tailor teaching to individual student needs.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes