

SCHOOL IMPROVEMENT PLAN 2007 - 2008

G. Holmes Braddock Senior High School (7051)

Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Manuel Garcia

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

G. Holmes Braddock Senior High School opened its doors in 1990 to students of West Miami-Dade County. It serves a multi-ethnic, middle-class population comprised of approximately 3900 students and 340 staff members. The current population's ethnic composition of students is 4.6% White, Non-Hispanic, 2.1% Black, 92.3% Hispanic, and 1% others including Asian/Indian/Multiracial. The school is one of the largest senior high schools in the southeastern United States. Braddock is fed with students from W. R. Thomas, McMillan, Paul Bell, and Curry Middle Schools. Its exemplary academic programs include a TECH prep initiative combined with smaller learning communities, an affiliated off-campus alternative education component, and a nationally recognized Naval Junior Reserve Officer Training Corps. The school offers approximately 70 Advanced Placement, Cambridge Pre-Advanced International Certificate of Education (Pre-AICE), honors, and gifted honors classes in English, Science, Mathematics, Social Studies and Foreign Language. Approximately 750 students are enrolled in at least one of these classes. Braddock also offers inclusion classes to raise the expectations of our special education population. Inclusion classes are available in 17 different classes of English, Science, Mathematics, Social Studies and Work Experience. Approximately 400 students are enrolled in at least one of these classes. In addition, many students are enrolled in community leadership, laboratory research, and Advanced Academic Internship programs. Braddock's magnet programs in Information Technology and The Cambridge Global Studies Academy attract approximately 380 students from outside Braddock's boundaries. With the school's success as evidenced by the maintenance or the increase of 4 to 8 percentage points in every category of the Florida Department of Education School Accountability Report, the idea of going from good to great has become a focus. Continued success in all areas will be focused on for the 2007-2008 school year with special attention to writing, which has been an area of concern for the last two years. After analyzing and evaluating pertinent data, the G. Holmes Braddock Senior High School Educational Excellence School Advisory Council (EESAC) along with the faculty identified the outlined goals as school-wide priorities for the 2007-2008 school year.

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as English Language Learner (ELL) in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Students With Disabilities in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as English Language Learners (ELL) in NCLB subgroups will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 FCAT Mathematics Test.

Given an emphasis on Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 83 percent of students scoring 3.5 or above on the 2008 FCAT Writing Test.

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 48.22 percent of the students in 11th grade scoring at achievement Level 3 or above on the 2008 FCAT Science Test.

Given proof that improving communication with parents directly related to the academic achievement of students, Braddock Senior High will put emphasis on the development of parent events at the school, specifically focusing on academic achievement.

Given the need for a safe and secure school environment conducive to learning, the suspension rate will decrease by 2% from 2007 to 2008 as evidenced by the District Suspension Rate Report and COGNOS Reports.

Given the need to increase the use of technology, teachers will improve their knowledge of instructional technology by at least 5%, based on the end-of-year results on a school-site technology survey.

Given an emphasis on the district FITNESSGRAM Physical Endurance assessment, students will improve their health and fitness as evidenced with students achieving an annual increase of three percent in the number of awards individually received. This will be measured by comparing the 2008 results to those from 2007.

Given an emphasis on the importance of advanced and challenging course work, G. Holmes Braddock Senior High will continue to increase enrollment of students in the 2007-2008 Global Studies / University of Cambridge Magnet Program during the school year.

G. Holmes Braddock Senior High School will improve its ranking on the State of Florida ROI Index publication from the 81st percentile in 2004 - 2005 to the 84th percentile in the next publication of the index.

Given instruction utilizing Sunshine State Standards and other support strategies involving tutorial services, individualized, and group monitoring, and counseling strategies, G. Holmes Braddock Senior High School will increase the overall graduation rate by 1 percent during the 2007 - 2008.

Results from the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey tool indicated that the overall rankings in all categories ranged from a 4.6 to a 3.0. The large majority of scores however, rated above the 4.0 range, while only one category rated below 3.5.

The survey revealed that the two areas for improvement are: 7c. "I know how well my organization is doing financially", and 7e. "My organization removes things that get in the way of progress". The listed areas will be improved upon. First, the principal will continue to share with the EESAC, PTSA, faculty and staff members budgetary and financial information. Second, the principal along with the administrative staff will conduct surveys with the faculty and staff to identify areas considered to hinder efficient progress at the school. Once areas are identified plans will be set forth with the help of the curriculum council and pertinent departments to correct the obstacles.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7051 - G. HOLMES BRADDOCK SENIOR HIGH SCHOOL

VISION

Empowerment through academics.

MISSION

The Mission of G. Holmes Braddock Senior High School is to facilitate and guide the learning community in its quest for achievement.

CORE VALUES

Integrity, Excellence, Responsibility, Global Citizenship, and Fairness.

School Demographics

G. Holmes Braddock Senior High School is a ninth through twelfth grade public high school located at 3601 SW 147 Avenue in Southwest Miami-Dade County. It is situated on 43 acres and opened its doors in 1990. The school is one of the largest senior high schools in the southeastern United States. Currently, there are 38 portable classrooms in use on the school site. Planned for the 2007-2008 school year is a stand-alone concrete building to house approximately 900 student stations. The school is situated in an upper middle class community with the majority of its community members being of Hispanic descent. Originally intended to house 3,000 to 3,500 students, the current population of Braddock is approximately 3,900 students with the ethnic composition of students at 4.6% White, Non-Hispanic, 2.1% Black, 92.3% Hispanic, and 1% others including Asian/Indian/Multiracial. The 9th grade students' FCAT Levels breakdown in this manner; There are 255 Level 1 and 292 Level 2 students in the 9th grade according to 2007 FCAT Reading scores. In 10th grade the students' reading levels are; 316 Level 1 and 285 level 2. During the 2006-2007 testing year, increases were seen among all subgroups in both reading and mathematics. In reading, English Language Learners (ELL) scoring at or above Level 3 increased by 1%. There was a 1% increase for students with Disabilities (SWD) as well. In mathematics, the increases were even greater. SWD scoring at or above Level 3 increased by 4% and ELL students increased by 9%. G. Holmes Braddock Senior High School is comprised of approximately 340 staff members, six of whom are administrators, and 36 are part-time staff members. The ethnic composition of the staff is 19% White, 8% Black, 70% Hispanic and 4% others including Asian/Indian/Multiracial. Seven teachers hold National Board Certifications, while 13 are in the process of attaining their certifications. Eighty members of the staff hold a masters degree, 18 hold specialist degrees, and 9 hold doctoral degrees. There are a total of 180 standard curriculum teachers, 33 exceptional education teachers, 13 guidance counselors, 3 media specialists, 22 paraprofessionals, 21 clerical staff employees, 25 custodians, and 12 full-time security monitors. Efforts have been placed on improving school safety, raising student achievement on standardized tests, updating computer technology in the service of classroom instruction, and aligning the school's services with the ever-changing needs of the stakeholders in the community, a philosophy of the Secondary School Reform and the High Schools That Work initiative. For 2007 our current class size average for core curriculum courses is 23.24. In 1999, Braddock was honored in Washington, D.C. by the U.S. Department of Education as an exemplary school under the criteria of the Safe and Drug-Free Schools Program. On December 10, 2000, G. Holmes Braddock was one of the ten high schools nationally, one of only four urban schools to win the prestigious Siemens Award for Improvement in Advanced Placement (AP) participation. In 2004, Braddock was number one in the world for the most Hispanic students to score 3+ on the AP Calculus AB exam. In The Advanced Placement Report to the Nation 2006, G. Holmes Braddock Senior High School was distinguished as the school leading the world by having the largest number of Latino students scoring 3+ in the following AP courses: Calculus BC, U.S. Government and Politics, Physics C-Mechanics, and U.S. History. In both 2006 and 2007 Braddock was recognized by Newsweek Magazine as one of the top 5% high schools in the nation due in part to the number of students who challenge themselves with AP classes. Braddock is currently completing its third and final year with the Smaller Learning Communities (SLC) grant and is committed to the process of implementing and expanding the SLC Academies. One academy that stands out is the Cambridge Global Studies Academy (CGSA) that became a magnet in the fall of 2006. With all of Braddock's progress, the decline of student achievement during the 2005-2006 school year as evidenced by the results of the Florida Comprehensive Assessment Test (FCAT) was a constant concern for the faculty and staff during the 2006-2007 school year. Then with the school's successes as evidenced by the maintenance or the increase of 4 to 8 percentage points in every category of the Florida Department of Education School Accountability Report based on the FCAT, the idea of going from Good to Great has become a focus. In order to maintain and increase students' performance as evidenced by the FCAT scores substantive improvement must continue to be effected in all areas, particularly writing and reading. In addition, the implementation of SLC Academies without the support of the grant, will present new challenges in its innovative approach and the need to train staff on the proper guidelines and application of teaching techniques that enhance student achievement under this particular type of program.

School Foundation

Leadership:

The results from the Organizational Performance Improvement Snapshot (OPIS) revealed that the majority of the staff ranked the school leadership as strong, and directional, resulting in a positive working environment. An average score of 4.1 was received.

The leadership team at the school implements an open-door and open lines of communication style to insure that the staff is aware of what the school's goals, objectives, and direction are. However, a small percentage of the staff felt that they would be eager to participate even more in the day to day operation of the school. In order to address the staff's desire to be more involved, the school leadership will communicate all curriculum council minutes via e-mail to all faculty. Department chairpersons will be asked to make curriculum council issues continued agenda items at department meetings.

District Strategic Planning Alignment:

Results on the Strategic Planning section of the OPIS indicate that staff Frequently Agrees that goals and objectives are analyzed and involves employees in the development of these goals. An average score of 3.8 was received.

Along these same lines the staff indicated that they would like to be even more involved in analyzing future school goals and objectives. With greater staff access to curriculum council meetings and minutes the staff will have greater opportunity to share their ideas regarding future school directions.

Stakeholder Engagement:

This particular category of customer satisfaction is one of the school's highest raising the bar, that satisfaction is one of the school's constant goals. An average score of 4.3 was received.

In an effort to maintain these high standards the school will solicit additional input from staff, parents, and community through PTSA, curriculum council, and Educational Excellence School Advisory Council (EESAC) meetings.

Faculty & Staff:

This is another high scoring area, the administrative team has made every effort in the overall function of the school to encourage cooperation and interaction of its staff, community, and "customers", leading to a powerful team effort. An average score of 4.1 was received. Although this is another of the school's high scoring areas, the administrative team will continue to encourage team work at all levels.

Teacher Mentoring Program is designed to retain new teachers and includes the assignment of Professional Growth Teams (PGT), an administratively run beginning teacher program, an active relationship with Florida International University, and Nova Southeastern University that features the placement of student interns with veteran teachers who have been trained in clinical supervision. PGT's are assigned with the first-year annual contract teachers selecting a colleague mentor. Mentor teachers take the on-line Professional Assessment and Comprehensive Evaluation System (PACES) course as an initial step in this process and make classroom visitations to informally assess the performance of new teachers and provide collegial input. To accommodate the needs of both annual contract first-year teachers and those of 3100 status, the administration furnishes its in-house program that features bi-weekly meetings designed around hour long workshops catering to themes such as classroom management, lesson planning, and parent conferencing, as well as in-house procedures.

Data/Information/Knowledge Management:



School Improvement Plan

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The Data/Information/Knowledge Management section of the survey was the school's second highest area, which exemplifies the open lines of communication that exist among school staff, reflecting their abilities to gather, utilize, and process information. An average score of 4.3 was received.

The school staff has been able to acquire these skills of analyzing, gathering, and utilizing data through the administration's efforts of providing in-service workshops on a regular basis. In addition, the school has two teachers who assist other teachers in the data processing and gathering, keeping them up to date on newly available data. Evidence of this knowledge or ability to gather and use information is the increased use of computer reports and Web-based Student Performance Indicator (WSPi) by teachers in order to increase student achievement. To continue strengthening this ability, mini-workshops will be conducted using updated informational techniques.

Education Design:

Results of the Process Management section of the OPIS indicates that staff almost frequently agrees that there is a process set in place that allows for the daily functions and/or organization of the school. An average score of 3.9 was received.

The School wide improvement model is based on the Plan-DO-Study-Act (PDSA) Continuous Improvement Model. In addition to data provided by the scores of the 2006 FCAT, regular assessments are used to monitor progress on tested benchmarks and adjustments to instruction are made accordingly. Student deficiencies are addressed in the classroom as well through tutorials that cater to individual student needs. Teachers and administrators have access to the district's Web-based Student Performance Indicators (WSPi) software in order to identify student strengths as well as opportunities for improvement. Constant school-wide data is also accessible to the teachers from the Edusoft assessment program which provides immediate feedback on student performance.

Extended learning opportunities are varied at the school. An after school tutoring program is available Mondays through Thursday for both administratively targeted ninth and tenth graders as well as students who have not passed either the math or reading portion of the FCAT. Saturday tutoring opportunities have also been put in place for student assistance. This affords the opportunity for assistance to those students unable to attend during the week. In both of these tutorials, student data from the previous year's FCAT as well as school wide assessments are used to design need specific strategies as described by scores broken down by content cluster areas. During school hours, ESOL students are afforded pullout instruction in Mathematics and English as prescribed by their teachers who assign them for individual tutoring as needed throughout the week.

Performance Results:

Results on the Business section of the OPIS indicate that staff frequently agrees that G. Holmes Braddock Senior High School considers the talents and abilities of its staff for the success of the organization. An average score of 4.0 was received.

After analyzing last years data on number of students receiving indoor and outdoor suspensions, it is revealed that 2,880 indoor suspensions were written while 541 outdoor suspensions were issued during 2005-2006. The school will devise alternative strategies and implement counseling sessions to reduce the number of students placed on indoor or outdoor suspensions.

Schools Graded 'C' or Below

Professional Development:

Effective and relevant professional development will be strongly emphasized during the 2007-2008 school year. Through district and regional support the school professional development plans are being coordinated. There will be a school wide focus on the enhancement of effective writing across the curriculum. Departments have also conducted meetings to examine data and effectively target professional development needs individualized to each department. Professional development plans already in line for the 2007-2008 school year include: Effective Use of Technology in the Classroom for all teachers, Enhancement of LAb Work in the Science department, The Use of Graphing Calculators in Mathematics classes and Write Traits for the English department.

Disaggregated Data :

Student achievement data is extensively used to make to adress instructional strategies. Prior to the beginning of the school year, FCAT achievement data was used to place students in appropriate Reading and English classes. Formal and informal assessments are also in place as progress monitoring tools to guide instruction. Data from those assessments will be examined by classroom teachers to identify strengths and weaknesses of students as well as adjust the pace of instruction.

Informal and Formal Assessments:

District formal assessments as well as school based informal assessments have been put in place to serve as progress monitoring tools and to guide the pace of instruction for the 2007-2008 school year. Assessments included for the year are Interim Assessments in Mathematics, Reading and Science; Florida Oral Reading Fluency test in reading, as well as school site informal assessments in reading, mathematics and science classes focusing on the tested benchmarks.

Alternative Instructional Delivery Methods :

Alternative instructional delivery methods are in place to assist the students with the greatest needs. Before, after and Saturday tutoring is planned for students. Also, different opportunities are planned for peer tutoring implementation. Differentiated instructional practices are in place in classes in order to address the individualized needs of a diverse student population. In efforts to address the needs of the student population in the higher level courses, enrichment opportunities will also be offered after school.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

Improve the knowledge and skills of students in grades 9 and 10 to achieve mastery in reading.

Needs Assessment

A review of FCAT Test data revealed that 38 percent of ninth and tenth grade students are reading at or above achievement level 3. Only 49 percent of students in the school demonstrated learning gains. Additional analysis reveals that 54 percent of the students scoring in the lowest 25 percent in reading demonstrated learning gains.

A closer look at the data shows that ninth grade students performed strongest in cluster one (Words/Phrases), while demonstrating their greatest need for improvement in cluster four (Reference/Research).

Tenth graders performed strongest in cluster four(Reference and Research), while the area of greatest need for improvement was cluster two (Main Idea/Purpose).

After examination of the disaggregated data on the Adequate Yearly Progress Report, it is evident that all subgroups identified require close attention in reading. All subgroups in the school failed to meet Adequate Yearly Progress. Only 29 percent of the Economically Disadvantaged subgroup, 8 percent of the Limited English Proficient subgroup, 10 percent of the Students with Disabilities subgroup and 32 percent of the Hispanic subgroup are reading at or above grade level.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as English Language Learner (ELL) in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Students With Disabilities in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 58 percent scoring at Level 3 or above on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Place students scoring at FCAT level 2 in homogeneously grouped Language Arts classes to effectively target instruction.	Principal, Assistant Principal for Curriculum, Department Chairperson	08/20/2007	06/04/2008	Continuous Improvement Model	0
Place students performing at FCAT level 1 in the 9th and 10th grades in Intensive Reading courses to improve achievement on the 2007 FCAT Reading Test.	Principal, Assistant Principal for Curriculum	08/20/2007	06/04/2008	Other/ Not Applicable	0
Develop curriculum maps for the Language Arts and reading classes to assure effective instruction and alignment with mandated standards.	Assistant Principal for Curriculum, Department Chairpersons	08/20/2007	06/04/2008	Other/ Not Applicable	0
Identify Students with Disabilities to be enrolled in inclusion classes and allow them to receive grade level instruction as well as individualized instruction from a SPED teacher.	Principal, Assistant Principal for Curriculum, ESE and English Department Chairpersons, English and ESE teachers.	08/20/2007	06/04/2008	Other/ Not Applicable	0
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in reading.	Principal, Assistant principal for Curriculum, Department Chairperson	08/20/2007	06/04/2008	Continuous Improvement Model	0
Provide extended learning opportunities in reading through after school tutoring and Saturday Academy classes targeting students in the lowest 25% as well as students identified in subgroups not meeting AYP.	Principal, Assistant Principal for Curriculum, Language Arts and Reading teachers.	09/04/2007	04/28/08	Continuous Improvement Model	30000
Initiate a peer tutoring program for students scoring in the lowest 25 percentile and monitor their progress using the Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Teachers	10/15/2007	04/28/2008	Other/ Not Applicable	0
Give teachers access to Web-based Student Performance Indicators (WSPI) to better individualize instruction following the school's Continuous Improvement Model.	Principal and Assistant Principal for Curriculum	09/04/2007	10/26/2007	Continuous Improvement Model	0
Utilize the Edusoft Assessment Program to effectively monitor student progress as well as address opportunities for improvement with specific benchmark clusters.	Principal, Assistant Principal for Curriculum, Department Chairperson, Teachers	09/04/2007	05/30/2008	Continuous Improvement Model	0
Implement continuous improvement practices as outlined by the High Schools That Work reform model.	Principal, Assistant Principal, SLC Coordinator, Teachers	09/04/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

The English Department utilizes Source books in its reading classes, McDougal-Littell as its literature series, FCAT Explorer and Read 180 in Intensive Reading Plus Classes.



School Improvement Plan 2007-2008



Professional Development

CRISS Training
Departmental meetings to analyze and interpret data.
Edusoft training for assessment and data analysis.
District Mandated Reading Workshops for Read 180
Use of WSPI for effective data analysis.
Reciprocal Teaching
ESE and Inclusion Strategies
School-Wide Technology Training

Evaluation

2008 FCAT Reading Test
District Interim Assessments
School Developed Benchmark Assessments
MAZE
DAR
Tutoring Attendance Logs
ORF

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

Improve the knowledge and skills of students in grades 9 and 10 to achieve mastery in math.

Needs Assessment

A review of FCAT test data revealed that 64 percent of ninth and tenth grade students scored above FCAT level 3 in mathematics, while 74 percent made learning gains according to the results of the 2007 FCAT Mathematics Test.

A closer look at the data shows that ninth grade students performed strongest in cluster one (Number Sense) and cluster four (Algebraic Thinking) while demonstrating their greatest need for improvement in cluster two (Measurement).

Tenth grade results demonstrated a different trend. Results showed the greatest need for improvement in cluster three (Geometry), while performing best in cluster one (Number Sense).

After examination of the disaggregated data on the Adequate Yearly Progress Report, it is evident that while 57 percent of the Hispanic and Economically Disadvantaged subgroups scored at or above grade level, the rest of the subgroups did not meet Adequate Yearly Progress. Only 34 percent of the English Language Learner (ELL) subgroup, and 24 percent of the Students with Disabilities subgroup are scoring at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as English Language Learners (ELL) in NCLB subgroups will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will increase their mathematics skills as evidenced by at least 62 percent scoring at Level 3 or above on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize district interim mathematics assessment and school developed benchmark assessments to monitor student performance and target areas with greatest needs.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson, Mathematics Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Develop curriculum maps for the mathematics classes to assure effective instruction and alignment with mandated standards.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson	08/20/2007	06/04/2008	Continuous Improvement Model	0
Develop and implement departmentalized mid-term and final exams that focus on FCAT formatted questions and assessed benchmarks.	Department Chairperson, Mathematics Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in mathematics.	Principal, Assistant Principal for Curriculum, Department Chairperson	08/20/2007	06/04/2008	Continuous Improvement Model	0
Initiate a peer tutoring program for students scoring in the lowest 25 percentile and monitor their progress using the Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Teachers	10/15/2007	04/28/2008	Other/ Not Applicable	0
Utilize the Edusoft Assessment Program to effectively monitor student progress as well as address opportunities for improvement with specific benchmark clusters.	Principal, Assistant Principal, Department Chairpersons, Teachers	09/04/2007	05/30/2008	Other/ Not Applicable	0
Implement continuous improvement practices as outlined by the High Schools That Work reform model.	Principal, Assistant Principal, SLC Coordinator, Teachers	09/04/2007	05/30/2008	Continuous Improvement Model	0
Give teachers access to Web-based Student Performance Indicators (WSPI) to better individualize instruction following the school's Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Mathematics Teachers	09/04/2007	10/30/2007	Continuous Improvement Model	0
Provide extended learning opportunities in mathematics through after school tutoring and Saturday Academy classes.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson, Mathematics Teachers	09/04/2007	04/28/2008	Other/ Not Applicable	30000



School Improvement Plan 2007-2008



Research-Based Programs

The Mathematics department utilizes state-adopted series from Glencoe and McDougal-Littell.

Professional Development

Use of WSPI (Web-Based Student Performance Indicators)
CRISS Strategies
Edusoft Training for assessment and data analysis
ESE and inclusion strategies
FCAT Explorer
Strategies for the use of Graphing Calculators
School-wide technology training

Evaluation

2008 FCAT Mathematics Test
District Interim Assessments
School Developed Benchmark Assessments
Tutoring Attendance Logs

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

Students will acquire the knowledge, skills, and competencies needed to master writing.

Needs Assessment

Results of the 2007 Florida Writing+ test indicates a consistent need for improvement in writing achievement. 2007 test data reveals that only 77 percent of the 10th graders met required state standards in writing, signifying no growth when compared to the prior year's writing test results. When examining how students performed on expository and persuasive prompts, the data continues to demonstrate inconsistencies in growth. While a 7 percent improvement on performance with persuasive prompts was seen, there was a 2 percent decline on the performance of students on expository prompts.

When examining the disaggregated data on the Adequate Yearly Progress report, most subgroups showed an upward trend on the 2007 FCAT Writing+ Test as compared to 2006 scores. Only the White subgroup demonstrated a decline. Although 86 percent of the white students demonstrated increased on the 2006 FCAT Writing+ test on 85 percent of that subgroup demonstrated increases in 2007.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given an emphasis on Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 83 percent of students scoring 3.5 or above on the 2008 FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a Focus Calendar for the Language Arts classes to assure effective instruction and alignment with mandated standards.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Promote and implement the Writing and Reading Action Plan (WRAP) to be conducted across the curriculum to improve writing skills and student achievement on the 2008 FCAT Writing+ Test.	Assistant Principal for Curriculum, Language arts Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Conduct lessons in grades nine and ten on the FCAT rubric scoring process and develop peer revision activities in the Language Arts classes to ensure achievement on the 2008 FCAT Writing+ Test.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Language arts Teachers	09/04/2007	03/01/2008	Other/ Not Applicable	0
Design and promote school-sponsored writing contests at district, state, and national level to enhance and promote the writing process.	Assistant Principal for Curriculum, Language Arts Department Chairperson	09/04/2007	02/12/2008	Continuous Improvement Model	0
Provide extended learning opportunities for 10th grade students through after school and/or Saturday Writing Academy classes.	Assistant Principal for Curriculum, Language Arts Chairperson, Teachers	12/03/2007	02/12/2008	Other/ Not Applicable	0

Research-Based Programs

McDougal-Littell is used as the English departments literature grammar series. McDougal Littell FCAT Practice is also used throughout the department.

Professional Development

District Writing Workshops
Writing And Reading Action Plan (WRAP)
Staff Development on Writing Rubric
Staff Development on Write Traits

Evaluation

2008 FCAT Writing Test
District Writing Pre and Post-Test
School-wide Writing and Reading Action Plan

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science Statement

Improve student performance in science with an emphasis on narrowing the achievement gap.

Needs Assessment

Data analysis reveals that 37% of 11th grade students scored at Level 3 or above on the 2007 FCAT Science Exam. Data also revealed that students scored 50 percent or less in all content areas of the 2007 FCAT Science Test. This indicates a need for additional intensive instruction in the areas of Physical and Chemical Science, Earth and Space Science, Life and Environmental Science and Scientific Thinking.

The data revealed that scores increased in two areas; In Earth/Space scores increased from 45% in 2006 to 50% in 2007, in the Life/Environmental strand scores increased from 47% to 50% while the scores in the Physical/Chemical strand remained the same.

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 48.22 percent of the students in 11th grade scoring at achievement Level 3 or above on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize lab reports in science classes to incorporate effective reading, writing, mathematics and data interpretation skills.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	09/04/2007	05/30/2008	Other/ Not Applicable	0
Continue emphasis on utilizing graphs, and data tables to provide students with increased opportunities to analyze and draw conclusions in all science classes.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	09/04/2007	05/30/2008	Other/ Not Applicable	0
Emphasize lab work to strengthen lab skills, independent thinking, and group collaboration.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	09/04/2007	05/30/2008	Other/ Not Applicable	0
Implement Science Focus Calendars to assure effective instruction of mandated benchmarks.	Assistant Principal for curriculum, Science Department Chairperson, Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize the District Scope and Sequence for science to ensure effective instruction and compliance with the Sunshine State Standards.	Assistant Principal for Curriculum, science department Chairperson, Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in science.	Principal, Assistant principal for Curriculum, Department Chairperson	08/20/2007	05/30/2008	Continuous Improvement Model	0
Implement a Science FCAT tutoring program for 11th grade students to adequately prepare for the 2008 Science FCAT Test.	Assistant Principal for Curriculum, Science Department Chairperson, Teachers.	11/05/2007	02/29/2008	Other/ Not Applicable	0
Implement Continuous improvement practices as outlined by the High Schools That Work reform model	Principal, Assistant Principal, SLC Coordinator, Teachers	09/04/07	05/30/08	Continuous Improvement Model	0

Research-Based Programs

Glencoe Earth Science Geology, Holt Rinehart & Winston Earth Science, Prentice Hall Biology, Prentice Hall Biology Exploring Life, Prentice Hall Biology, Glencoe Physical Science with Earth, Glencoe Chemistry Matter and Change, Holt, Rinehart & Winston Modern Chemistry, Prentice Hall Chemistry the Central Science, Holt Physics, Prentice Hall Physics 2nd ed., Thomson College Physics 7th ed., Thomson Physics For Scientists & Engineers 6th ed., Pearson Essentials of Human Anatomy & Physiology, Prentice Hall Fundamentals of Anatomy & Physiology.

Professional Development

Effective strategies on hands on activities and lab usage
 Use of WSPI (Web-Based Student Performance Indicators)
 ESE and Inclusion strategies
 CRISS strategies
 School-wide technology training
 GIZMO's usage training



School Improvement Plan 2007-2008



Evaluation

2008 FCAT Science Test
School developed interim assessments
District Interim Assessments

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Increase parental involvement with an emphasis on better parent-school communication focusing on academic achievement.

Needs Assessment

Due to the increasing demands on students and teachers the involvement of parents in the academic life of their children becomes paramount. Not enough emphasis has been placed on school events focusing on assisting parents with student academic achievement. Although attendance at general school events and activities has remained consistent, more meaningful activities must be conducted at the school site. In efforts to encourage stronger parental involvement an increase in events focusing on academic achievement are necessary.

Measurable Objective

Given proof that improving communication with parents directly related to the academic achievement of students, Braddock Senior High will put emphasis on the development of parent events at the school, specifically focusing on academic achievement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a PTSA web link on the Braddock web site that provides up-to-date school and student information for parents.	Principal, Assistant principal, PTSA	09/04/2007	10/30/2007	Other/ Not Applicable	0
Utilize the Connect-Ed phone service to apprise parents of important school dates and activities.	Principal, Assistant Principal, Activities Director	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide updates and information to parents on the Parent Viewer component of District Electronic Gradebook.	Principal, Assistant Principal, Web Design Team	09/04/2007	05/30/2008	Other/ Not Applicable	0
Provide after school events for parents with direct focus on improving student achievement.	Principal, Assistant Principal, Department Chairpersons, Teachers, Student Services, CAP Advisor	09/04/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

National P.T.S.A.

Professional Development

Teacher in-service training on parental communication.
Connect-Ed Training

Evaluation

Parent Sign-In Logs at School Sponsored Events.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Reduce the number of days students spend in suspension.

Needs Assessment

An analysis of the School Suspension Report revealed that a large number of students were engaged in recurrent negative behavior problems resulting in having to be placed in indoor/outdoor suspension (3,370 days during the 2006-2007 school year).

Measurable Objective

Given the need for a safe and secure school environment conducive to learning, the suspension rate will decrease by 2% from 2007 to 2008 as evidenced by the District Suspension Rate Report and COGNOS Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a plan for alternative consequences in order to reduce the use of suspension to deter negative behavior.	Principal, Assistant Principals, Student Services	08/20/2007	05/30/2008	Other/ Not Applicable	0
Increase the number of referrals to Saturday school.	Principal, Assistant Principal, Student Services	08/20/2007	05/30/2008	Continuous Improvement Model	0
Disseminate and implement school wide attendance incentives via BTV and classroom visitations.	Assistant Principals	10/03/2007	05/30/2008	Continuous Improvement Model	0
Implement counseling sessions for students in SCSi.	Assistant Principals, Student Services, SCSi Teachers	10/03/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Student Services training to staff on Do's and Dont's of classroom management.
Beginning Teacher Training for Discipline Procedures and Classroom Management.
COGNOS training for data analysis.

Evaluation

This objective will be evaluated by utilizing the results of the district Suspension Rate report, the Attendance Quarterly Report and COGNOS. On-going monitoring will transpire through the use of district developed data and modifications will be made throughout the year when warranted.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Statement

Improve technology standards and instructional technology support.

Needs Assessment

During the 2006-2007 school year, teachers expressed limitations in being able to infuse technology in the classroom. A technology survey identified that the greatest areas of need for teachers is professional development as it relates to technology.

Measurable Objective

Given the need to increase the use of technology, teachers will improve their knowledge of instructional technology by at least 5%, based on the end-of-year results on a school-site technology survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Redistribute, replace and maintain computers functioning properly throughout the school.	Principal, Assistant Principal, Computer Tech	08/20/2007	05/30/2008	Continuous Improvement Model	0
Monitor the effective and timely use of the Electronic Gradebook.	Principal, Assistant Principal, Department Chairpersons, Gradebook Managers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide professional development for teachers throughout the year in the use of technology in the classroom	Principal, Assistant Principal, Professional Development Liaison, Teachers	10/03/2007	05/30/2008	Continuous Improvement Model	0
Survey teachers to assess classroom technology needs.	Principal, Assistant Principal, Department Chairperson	09/04/2007	09/14/2007	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

District training for Gradebook Managers.
 School site training for all teachers on the use of instructional technology.
 Applicable district technology training.

Evaluation

This objective will be measured by 100 percent of the staff effectively using the Electronic Gradebook during the 2006-2007 school year.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Increase the overall level of physical fitness among students through cardio, respiratory, muscular endurance and flexibility fitness activities.

Needs Assessment

An analysis of the FITNESSGRAM Physical Endurance Assessment indicates that of all students tested during the 2006 - 2007 school year only 74% were able to attain a silver or gold award.

Measurable Objective

Given an emphasis on the district FITNESSGRAM Physical Endurance assessment, students will improve their health and fitness as evidenced with students achieving an annual increase of three percent in the number of awards individually received. This will be measured by comparing the 2008 results to those from 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students will participate in regular physical activity for cardiovascular fitness.	Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Introduce students to the most recent information in regards to healthy eating and the importance of maintaining a healthy diet.	Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Assure that students participate in regular physical activity that enhances cardio and respiratory wellness, muscular strength, endurance and flexibility.	Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Conduct evaluation exercises during the first quarter of the school year to develop baseline information on students.	Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

FITNESSGRAM
 American Heart Association
 American Council on Exercise
 Presidents Council on Physical Fitness

Professional Development

Heart Rate Monitoring Training
 Pedometer Training
 Stability Ball Training
 Power Bar Training

Evaluation

This objective will be evaluated in May 2008, utilizing the results of the 2008 FITNESSGRAM Test.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Create special area courses through the creation of the Global Studies / University of Cambridge Academy.

Needs Assessment

An analysis of the number of students enrolled in special area and advanced courses revealed additional need for an increase in offerings for students in these areas. With higher standards being imposed this year, some rethinking of student recruitment would be necessary for the 2007 school year.

Measurable Objective

Given an emphasis on the importance of advanced and challenging course work, G. Holmes Braddock Senior High will continue to increase enrollment of students in the 2007-2008 Global Studies / University of Cambridge Magnet Program during the school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the enhancement and recruitment of the Cambridge Advisory Board.	Principal, Assistant Principal, Global Studies Lead Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0
Promote the program through communication and articulation in the feeder pattern middle schools.	Principal, Assistant Principal, Global Studies Lead Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0
Promote the program through community announcements.	Principal, Assistant Principal, Global Studies Lead Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0
Conduct orientation sessions for parents and students at the school to enhance knowledge of the program.	Principal, Assistant Principal, Global Studies Lead Teacher, Teachers	10/03/2007	03/28/2008	Other/ Not Applicable	0
Conduct Collegium Meetings on a monthly basis to discuss program goals and agenda.	Principal, Assistant Principal, Global Studies Lead Teacher, Global Studies Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Harvard World Wide Web-Based Courses
 Program Collegium Meetings
 University Of Cambridge Conference

Evaluation

This objective will be evaluated through the enrollment numbers, as well class rosters and sections created for students in the Global Studies / University of Cambridge Academy Magnet.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

G. Holmes Braddock Senior High School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The 2004-2005 data supplied by the FLDOE shows that G. Holmes Braddock Senior High ranked in the 81st percentile on the State of Florida ROI Index.

Measurable Objective

G. Holmes Braddock Senior High School will improve its ranking on the State of Florida ROI Index publication from the 81st percentile in 2004 - 2005 to the 84th percentile in the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs	Principal, Assistant Principals	08/20/2007	05/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, Assistant Principals	08/20/2007	05/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant principals	08/20/2007	50/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	08/20/2007	05/30/2008	Other/ Not Applicable	0

Research-Based Programs

State School Report Card.

Professional Development

CRISS Training
Vertical Teaming
TEC Workshops

Evaluation

On the next State of Florida ROI index publication, G. Holmes Braddock Senior High School will show progress toward reaching the 90th percentile.

Graduation (High Schools Only) Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduation (High Schools Only) Statement

Improve graduation rate for four year graduates.

Needs Assessment

An analysis of the 2007 graduation rate indicates that 65.63% of students at G. Holmes Braddock Senior High School graduated within the four years of their initial entry into ninth grade.

Measurable Objective

Given instruction utilizing Sunshine State Standards and other support strategies involving tutorial services, individualized, and group monitoring, and counseling strategies, G. Holmes Braddock Senior High School will increase the overall graduation rate by 1 percent during the 2007 - 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parent/student meetings for each of the four grade levels for the purpose of informing parents and students about needed courses to graduate.	Principal, Assistant Principal, Students Services	09/04/2007	05/30/2008	Other/ Not Applicable	0
Implement the Small Learning Communities (SLC) model with academy themes to better assist students in future academic choices.	Principal, Assistant Principal, SLC Coordinator	08/20/2007	05/30/2008	Other/ Not Applicable	0
Identify and meet with all seniors with potential graduation problems and provide suggested remediation plan, such as group monitoring and counseling strategies.	Principal, Assistant Principal, Student Services	10/03/2007	04/25/2008	Other/ Not Applicable	0
Modify the Leadership/Freshmen Experience classes to include activities to help students choose an appropriate academy.	Assistant Principal, SLC Coordinator	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide graduation and testing requirements, especially highlighting the concepts of NCLB through college and financial aide workshops.	Department Chairpersons, Teachers, Student Services	08/20/2007	04/25/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Attend district workshop on graduation requirements
Attend student services monthly department meetings

Evaluation

This objective will be evaluated by an increase of 1% in the number of students graduating during the 2007 - 2008 school year.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

EESAC members review the school budget and allocate funds requested by school staff.

Training:

Members of EESAC: parents, teachers, students, UTD Steward, business partner, etc. were invited and present during the development process of the School Improvement Plan.

Instructional Materials:

EESAC members play an active role in the allocation and disbursement of EESAC funds to enhance student achievement.

Technology:

Members of the EESAC team participated in the development of the technology component of the School Improvement Plan.

Staffing:

N/A

Student Support Services:

EESAC members came to a consensus on implementation of the FCAT tutoring sessions.

Other Matters of Resource Allocation:

EESAC participated in the voting process of allocation of funds available.

Benchmarking:

EESAC plays an active role in the benchmarking process.

School Safety & Discipline:

EESAC members worked closely in the structuring and development of this objective.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	30000
Mathematics	30000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	60000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent