
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7051 - G. Holmes Braddock Senior High School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Manuel Garcia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

G. Holmes Braddock Senior High School

G. Holmes Braddock Senior High School serves a multi-ethnic, middle-class population comprised of 4520 students and 374 staff members. The current population of Braddock is approximately 4,520 students, with the ethnic composition of students at 4.9% White, Non-Hispanic, 2.7% Black, 91.3% Hispanic, and 1.2% others including Asian/Indian/Multiracial. The school is one of the largest senior high schools in the southeastern United States. Its exemplary academic programs include a Professional Collegiate Career Program, a technical preparatory initiative, an affiliated off-campus alternative education components, and a nationally recognized Naval Junior Reserve Officer Training Corps Program. The school offers 173 Advanced Placement, honors, and honors gifted classes in English, Science, Mathematics, Foreign Language, Music, Art, and Social Studies. Approximately 3,500 students are enrolled in these classes. In addition, many students are enrolled in community leadership, laboratory research, and Advanced Academic Internship programs. Braddock also offers a magnet program in Information Technology. In 2004, the FCAT scores revealed a 26 point increase, the highest ever in the history of the school. With the school's successes has come an increased awareness of significant future challenges. FCAT writing scores are low, and substantive improvement must be effected to insure improved student achievement.

The School Improvement Plan as described below was developed as a result of analysis and evaluations of pertinent data such as the School Demographics and Academic Profile reports, FCAT test results and Florida Writes from 2004-2005. G. Homes Braddock Senior High in conjunction with the Education Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year.

Given instruction utilizing Sunshine State Standards, all students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level in the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as White in NCLB subgroups will increase their reading skills as evidenced by at least 10 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as economically disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 23 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their reading skills as evidenced by at least 36 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

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 31 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 11 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given an emphasis on Sunshine State Standards, students in grades 9th and 10th will improve their mathematics skills as evidenced by 50 percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Given an emphasis on Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will improve their mathematics skills as evidenced by a 23 percent increase in the percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Given an emphasis on Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will improve their mathematics skills as evidenced by a 32 percent increase in the percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Given an emphasis on Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 percent of students scoring 3.5 or above on the writing test of the 2006 FCAT.

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 51 percent of 11th grade students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Given instruction utilizing Sunshine State Standards, 11th grade students identified as African American

in NCLB subgroups will increase their science skills as evidenced by a 26 percent increase of students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Given instruction utilizing Sunshine State Standards, 11th grade students identified as Hispanics in NCLB subgroups will increase their science skills as evidenced by a 2 percent increase of students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Given an emphasis on improving communication with parents, there will be an increase of at least 50 percent of parents attending school activities in 2005-2006 as evidenced by sign in logs or attendance rosters and the number of hits by parents to the Pinnacle Grade Book (electronic grade book).

Given an emphasis in school discipline there will be an improvement in student attendance as evidenced by the school increasing their daily attendance average by one percent in 2006 as compared to 2005, as evidenced by District Suspension Rate Report and Student Attendance Reports.

Given an emphasis on technology education, all teachers will impact student achievement through the use of technology in their classrooms as evidenced by a school generated survey at the beginning and end of school year.

Given an emphasis on the district FITNESSGRAM, 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 as measured by the FITNESSGRAM in 2006 as compared to the 2005 results.

Given an emphasis on the importance of enrichment courses, students enrolled in elective courses will increase by 2 percent in 2005-2006 as compared to 2004-2005 school year.

G. Holmes Braddock Senior High School will improve its ranking on the State of Florida ROI index publication from the 33 percentile in 2003 to the 90th percentile on the next publication of the index.

Given instruction utilizing Sunshine State Standards and using other students, parent 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 from 2004-2005.

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 3.2 with an overwhelming majority of scores falling in the 4.6 to 4.0 range. In fact, only two areas were rated on the 3.2 to 3.5 range.

The survey revealed that the two areas for improvement are: 7e. "My organization removes things that get in the way of progress", and 7c. "I know how well my organization is doing financially". The rationale for the selection of these two areas is as follows: these areas reflected the lowest scores in the survey to the point that we recognize a need to address those areas in the following manner. First, design and implement a power point presentation outlining the major components of our organizational budget structure. Second, provide updates of financial status during faculty

meetings. Third, identify things that hinder our progress through the results of a survey. Once these areas are identified, they will be presented to the Curriculum Council to obtain feedback on how these obstacles can be addressed and resolved.

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.

G. Holmes Braddock Senior High School

VISION

G. Holmes Braddock Senior High School is engaged in a process that strives to design and support a curriculum of academic, social, and physical instruction that will educate all Braddock students to be capable of independent functioning throughout a lifetime of living and learning as global citizens of the 21st. century.

MISSION

The Mission of G. Holmes Braddock Senior High School is to nurture within its students and faculty a deeper realization of the essential core values: Integrity, Lifetime Learning, Pursuit of Excellence, Respect, Responsibility, and Visionary Leadership.

CORE VALUES

Integrity, Lifetime Learning, Pursuit of Excellence, Respect, Responsibility, and Visionary Leadership.

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. Situated on 43 acres, the school is one of the largest senior high schools in the southeastern United States. 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 4,520 students, with the ethnic composition of students at 4.9% White, Non-Hispanic, 2.7% Black, 91.3% Hispanic, and 1.2% others including Asian/Indian/Multiracial. G. Holmes Braddock Senior High School is comprised of 374 staff members, six of whom are administrators, and 48 are part-time staff members. Eighty-six members of the staff hold a masters degree, 19 hold specialist degree, and 10 hold a doctoral degree. There are a total of 167 classroom teachers, 28 exceptional education teachers, 11 guidance counselors, 2 librarians, 7 teachers aide, 17 clerical staff employees, 29 custodians, 13 full-time security guards, and 1 part-time security guard. Efforts have been placed on improving school safety, higher 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 or High Schools That Work Program. 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 participation. In 2004, Braddock was number one in the world with the highest passing scores in Calculus AP for Hispanic students. In addition, Braddock is one of the fifteen High Schools taking part in the implementation of Small Learning Communities (SLC). With the school's successes has also come an increased awareness of significant future challenges. In 2004, the FCAT scores revealed a 26 point increase, the highest ever in the history of the school. FCAT writing and reading scores are low and substantive improvement must be effected to insure improved student achievement. Despite the construction of a new area high school, rapid population growth continues to tax the resources of the school. The 2005-2006 school year presents increased issues of overcrowding, a situation that appears to worsen given the construction of new housing developments to the school's immediate north. In addition, the implementation of SLC can represent a future challenge due to the 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 4.2 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 is. 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 involve the school leadership will invite an additional staff member on a rotating basis to participate in the curriculum council meetings. In addition, curriculum council minutes will be posted in each department's office as well as the teachers' sign in bulletin board.

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 3.9 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.

Although this particular category of customer satisfaction is one of the school's highest raising the bar of that satisfaction is one of the school's constant goals. 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 assignation 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, and the administration selecting an additional mentor for that teacher. 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. Additionally, Braddock and Florida International University sponsor an intern placement program whereby student teachers are paired with veteran teachers who provide them with coaching and allow them to teach their classes.

Data/Information/Knowledge Management:

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 4.2 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 these knowledge or ability to gather and use information is the increase use of computer reports and Web-based Student Performance Indicator (WSPI) by teachers in order to increase student achievement. To continue strengthening these ability mini-workshops will be conducted using updated informational techniques.

Education Design:

Results of the Process Management section of the OPIS indicate 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.

Extended learning opportunities are varied at the school. An after school tutorial is available Mondays through Thursdays for both administratively targeted ninth and tenth graders as well as any other student who have not passed either the math or reading portion of the FCAT. A Saturday Academy has been planned from October 2005 to February 2006, from 8:00 a.m. to 12:00 p.m. In both of these tutorials, student data from the previous year's FCAT as well as the Gates MacGinitie test is 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. In addition, a pullout program is in place for regular students who need assistance with reading. In the Student Center for Special Instruction (SCSI), period four is visited by mathematics and reading teachers, to provide either a pullout or whole class instruction. Sunshine State Standards instruction is afforded to these students who are on indoor suspension.

School wide improvement model is based on a Plan-Do-Study-Act (PDSA) continuous improvement motif. In addition to data provided by the scores of the 2005 FCAT, regular assessments are used to monitor progress on the tested benchmarks and adjust instruction accordingly. Student deficiencies are addressed through tutorials that cater to individual student needs. Teachers and administrators have access to Web-based Student Performance Indicators

(WSPI) software so that this personal approach is readily accessible.

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 year number of students in Outdoor Suspension approx. 1%, Indoor Suspension 31.3%, and referrals to Dropout Prevention Programs 42.7%, the school will provide additional counseling to students in an effort to decrease the number of students' who are suspended for the 2005-2006 school year.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 1 STATEMENT:

Improve student performance in reading, with an emphasis on closer collaboration between the Language Arts, ESE and ESOL Departments.

Needs Assessment

With the large number of students scoring at Level I and Level II in reading on the FCAT, additional reading instructions needs to be mandated for them. Since there is a wide variety of struggling readers within these two levels, Language Arts, ESE, and ESOL teachers will continue to work closely together to assist each other in finding strategies that will help to improve reading scores for all students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction utilizing Sunshine State Standards, all students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level in the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as White in NCLB subgroups will increase their reading skills as evidenced by at least 10 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as economically disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 23 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their reading skills as evidenced by at least 36 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

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 31 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 11 percent increase in students achieving high standards or the state mastery level in the 2006 FCAT Reading Test as compared to 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Dawg Logs" (including journal writing, vocabulary, graphic organizer of the	9th & 10th Grade Language Arts Teachers	9/4/2005	5/11/2006

month, FCAT exercises).			
Identify level 1 and 2 students and enroll them in intensive reading course.	APC	8/8/2005	5/5/2006
Give teachers access to Web-based Student Performance Indicators (SPI) so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans.	Principal and APC	8/8/2005	5/5/2006
Utilize Graphic Organizers packets for the year across the curriculum.	Department Heads	9/2/2005	5/11/2006
Implement a SCSI reading tutorial program.	Teacher	9/1/2005	2/28/2006
Train teachers in the use of CRISS, ESOL, and ESE strategies in order to accelerate the reading process.	Language Arts Teachers	8/5/2005	10/14/2005
Develop a focus calendar that emphasizes specific reading strategies, graphic organizers, and questioning across the curriculum.	Grade Level Language Arts Teachers	8/5/2005	4/28/2006
Implement functional reading across the curriculum: charts, graphs, non-fictional material).	Department Heads	9/1/2005	5/5/2006
Initiate a pull-out tutoring program for students scoring in the lowest 25 percentile.	Teachers	10/7/2005	2/10/2006

Research-Based Programs

The English Department utilizes Source books in its reading classes, McDougal-Littell as its literature series, Read 180 in ESE and nine intensive reading classes.

Professional Development

CRISS Training

14 Week Reading Endorsement Program.

Reading Boot Camp

District Mandated Reading Workshops for Read 180

Summer Workshop – “Ramping-Up for Ninth Grade Teachers”

Use of WSPI to allow teachers to utilize data in developing AIP’s

Vertical Teaming

Reciprocal Teaching

ESE and Inclusion Strategies

State adopted technology training

Literacy Plan

Evaluation

This objective will be evaluated in May 2006 utilizing the results of the March administration of the reading test of the FCAT. On-going monitoring will be evidence through the use of district-developed assessments (three times a year), as well as the Gates MacGinitie and DAR tests. Modifications based on the data will be made throughout the year when warranted.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 2 STATEMENT:

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

Needs Assessment

An analysis of the content cluster results of the 2005 administration of the FCAT indicates instructional gaps that are occurring in measurement and geometry in 9th grade math classes, geometry and algebraic thinking in 10th grade classes. With higher standards being imposed this year, some rethinking of instructional delivery at both grade levels becomes necessary whereby standard class instruction and provision of ancillary services include content cluster specific components.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 grades 9th and 10th will improve their mathematics skills as evidenced by 50 percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Given an emphasis on Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will improve their mathematics skills as evidenced by a 23 percent increase in the percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Given an emphasis on Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will improve their mathematics skills as evidenced by a 32 percent increase in the percent of students scoring three or above on the mathematics test of the 2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the school's indoor suspension (SCSI) tutoring program to include one hour of mathematics instruction per day for students in the lowest 25 percentile.	Teacher	9/12/2005	2/3/2006
Provide Saturday Academies for students needing additional remediation based on benchmark data from FCAT exam.	APC	8/15/2005	2/3/2006
Identify FCAT level 1 and 2 mathematics students and enroll them in an after school tutorial program designed around NCLB subgroups, white, hispanic, SWD, LEP.	APC	9/25/2005	2/10/2006
Utilize district interim mathematics assessment and disaggregating software to monitor student performance and adjust instructional programs accordingly.	Grade Level Mathematics Teachers	9/1/2005	2/2/2006
Develop and implement Focus Calendars targeting tested benchmarks to ensure proper emphasis is placed on all benchmarks.	9th & 10th grade mathematics teachers	8/19/2005	5/5/2006
Continue the implementation of PAWS (Pursuing Academic and World Success) presentations conducted by the administrative team with all 9th	Administrative Team	10/10/2005	11/30/2005

and 10th grade English classes to provide students information regarding FCAT benchmarks performance and strategies.			
Develop and implement focus calendars targeting tested benchmarks to ensure that proper emphasis is placed on all benchmarks.	All Grade Level Mathematics Teachers.	10/7/2005	4/28/2006
Develop and implement departmentalized mid-term and final exams that focus on FCAT type questions.	All Grade Level Mathematics Teachers.	11/14/2005	5/12/2006
Give teachers access to Web-based Student Performance Indicators (SPI) so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans.	Principal and APC	8/5/2005	5/5/2006

Research-Based Programs

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

Professional Development

Use of WSPI to allow teachers to utilize data in developing Academic Improvement Plans (AIP)

CRISS Training

Vertical Teaming

State adopted series technology training

Teachers will attend TEC workshops

Evaluation

This objective will be evaluated in May 2006 utilizing the results of the March administration of the mathematics test of the FCAT. On-going monitoring will transpire through the use of district developed assessments. Modifications based on the data will be made throughout the year as needed.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 3 STATEMENT:

Improve student performance in writing for enhanced expression.

Needs Assessment

Results of the 2004 Florida Writes test indicated that for the past three consecutive years students' scores have been declining. Given instruction utilizing Sunshine State Standards, and in accordance with the district's Continuous Improvement Model (CIM) students in grade 10 will improve their writing skills as evidenced by at least a 1 percent increase of students achieving high standards or the state mastery level on the 2006 Florida Writes as compared to the 2005 results.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 90 percent of students scoring 3.5 or above on the writing test of the 2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the implementation of Pursuing Academic and world Success (PAWS) presentations to inform students FCAT benchmarks performance.	Administrative Team	10/3/2005	10/31/2005
Develop and implement curriculum maps to ensure uniformity of instruction.	Language Arts Department Teachers	8/15/2005	5/2/2006
Assign a member of the administrative team to monitor the progress of each individual NCLB group.	Administrative Team Members	10/7/2005	4/28/2006
Design and promote school-sponsored writing contests at district, state, and national level through announcements, and flyers.	Language Arts Department Teachers	8/19/2005	5/5/2006
Implement writing across the curriculum with all 9th and 10th grade students through individual departments by assigning monthly essays within content areas.	Language Arts Department Teachers	8/8/2005	5/3/2006
Implement writing strategies gleaned from vertical teaming workshops.	All Grade Level Language Arts Teachers.	8/5/2005	5/5/2006

Research-Based Programs

The Language Arts Department utilizes Source in its reading classes, McDougal-Littell as its literature series, and Read 180 in ESE and nine reading classes.

Professional Development

District Writing Workshops.

School wide writing across the curriculum workshop with special emphasis on world history, health, and elective courses.

Vertical teaming workshops.

Six Traits of Writing.

Evaluation

This objective will be evaluated in May 2006 utilizing the results of the March administration of the writing test of the FCAT. On-going monitoring will transpire through the use of district developed assessments. Modifications based on the data will be made throughout the year as needed.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 4 STATEMENT:

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

Needs Assessment

An analysis of the content cluster results of the 2005 administration of the FCAT indicates instructional gaps are occurring in all clusters in 11th grade science classes. With higher standards being imposed this year, some rethinking of instructional delivery becomes necessary whereby standard class instruction and provision of ancillary services include content cluster specific components.

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 51 percent of 11th grade students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Given instruction utilizing Sunshine State Standards, 11th grade students identified as African American in NCLB subgroups will increase their science skills as evidenced by a 26 percent increase of students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Given instruction utilizing Sunshine State Standards, 11th grade students identified as Hispanics in NCLB subgroups will increase their science skills as evidenced by a 2 percent increase of students meeting or exceeding the district's mean scale score of 275 on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize lab work to strengthen lab skills, independent thinking, and group collaboration.	All Grade Level Science Teachers	8/22/2005	4/20/2006
Implement Science Focus Calendars.	All Grade Level Science Teachers	10/10/2005	4/27/2006
Continue to infuse technology in laboratory settings.	All Grade Level Science Teachers	8/18/2005	4/26/2006
Emphasize scientific method, critical thinking skills whereby students will be able to recognize the steps involved in solving science problems in everyday situations.	All Grade Level Science Teachers	10/3/2005	4/27/2006
Continue emphasis on utilizing graphics, and data tables to allow students to analyze and draw conclusions.	All Grade Level Science Teachers	8/15/2005	4/28/2006
Implement and monitor frequent use of ExploreLearning and LoggerPro science programs in the computer lab via sign in logs.	Dept. Head	8/24/2005	4/28/2006

Research-Based Programs

Reading series in the various science disciplines are as follows: Earth Space Science: Holt, Rinehart & Winston Biology: Scot Foresman-Addison Wesley; Kendall Hunt; Campbell & Reece (regular, honors, and AP respectively). Physical Science: Addison Wesley; Merrill Chemistry: Addison Wesley; Prentice Hall; Houghton Mifflin (regular, honors, and AP respectively). Physics: Glencoe (regular & honors); Halliday, Resnick & Walker (AP)

Professional Development

Teachers will develop workshops on computer lab usage

Teachers will attend workshops on the use of Graphing Calculators/CBL technology

Teachers will share classroom best practices and lab settings

Teachers will attend workshop on Vernier Lab Pros

Evaluation

This objective will be evaluated in May 2006 utilizing the results of the March administration of the science test of the FCAT. On-going monitoring will transpire through the use of school developed assessments. Modifications based on the data will be made throughout the year when warranted.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 5 STATEMENT:

Increase parental involvement with an emphasis on parent/school communication.

Needs Assessment

The school's continuous improvement model is partly predicted upon student attendance at tutorial services offered during non-school hours to be able to improve student academic achievement. Parental cooperation becomes the key element in guaranteeing that students are taking advantage of these extended learning opportunities.

Measurable Objective

Given an emphasis on improving communication with parents, there will be an increase of at least 50 percent of parents attending school activities in 2005-2006 as evidenced by sign in logs or attendance rosters and the number of hits by parents to the Pinnacle Grade Book (electronic grade book).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enhance existing parent resource center by updating meeting information dates.	AP Web Design Team	8/22/2005	4/27/2006
Develop a PTSA web page linked to Braddock's web site.	AP	8/15/2005	10/21/2005
Utilize Telesoft phone service to apprise parents of upcoming activities.	Activities Director	8/15/2005	5/11/2006
Provide grade level parent information sessions.	CAP Advisor Counselor	8/9/2005	5/5/2006
Monitor and update Braddock's web site by keeping record on the number of hits to the Pinnacle Grade Book, and by updating information to include dates of school events.	Teacher Magnet Lead Teacher	8/22/2005	5/4/2006
Develop an e-mail parent group to notify parents of school events and any other pertinent information.	AP	8/19/2005	5/10/2006
Increase parent participation through Booster Groups announcements and recruitment.	AP	8/12/2005	5/5/2006

Research-Based Programs

N/A

Professional Development

Teacher in service training on parental communication.

Evaluation

Record the number of hits by parents on the parent linked website and the Pinnacle Grade book.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Reduce the rate of outdoor/indoor suspension.

Needs Assessment

An analysis of the School Suspension Report revealed that a large number of students are engaged in recurrent behavior problems resulting in having to place them in indoor/outdoor suspension.

Measurable Objective

Given an emphasis in school discipline there will be an improvement in student attendance as evidenced by the school increasing their daily attendance average by one percent in 2006 as compared to 2005, as evidenced by District Suspension Rate Report and Student Attendance Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of referrals to Saturday school.	Administrative Team	10/3/2005	2/28/2006
Disseminate and implement school wide attendance incentives via BTV and classroom visitations.	AP	8/26/2005	4/28/2006
Disseminate No Credit Warnings when student accumulates 10 or more unexcused absences.	AP	8/12/2005	4/28/2006
Identify students who meet truancy criteria and complete referral process.	AP	8/12/2005	5/9/2006
Implement counseling session for students in SCSL.	Counselors	9/1/2005	4/28/2006
Require parents to attend Parent Academy meetings as an alternative to student suspension.	AP's	9/9/2005	4/28/2006

Research-Based Programs

District Suspension Rate Report.
 Student Attendance Reports.
 LEAP
 Crime Watch.

Professional Development

Student Services training to staff on Do's and Don'ts.
 Attend district TRUST counselors meetings.

Evaluation

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

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 7 STATEMENT:

Improve the technical skills of teachers, students, and parents in order to obtain student achievement.

Needs Assessment

A survey conducted revealed a gap among parents and students who are not familiar with the Parent Internet Viewer (electronic grade book). With higher emphasis being placed on technology this year, a greater effort needs to be placed on training parents in access to school web page and electronic grade book. In addition, a revision of instructional delivery and infusion of technology within content areas are necessary.

Measurable Objective

Given an emphasis on technology education, all teachers will impact student achievement through the use of technology in their classrooms as evidenced by a school generated survey at the beginning and end of school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop survey of teacher use of technology.	AP	8/12/2005	8/31/2005
Administer survey to teachers.	AP	9/2/2005	9/29/2005
Analyze survey given to parents, and teachers.	AP	9/30/2005	10/14/2005
Train teachers and parents on technology use via workshops and PTSA meetings.	Teacher	9/30/2005	4/28/2006
Redistribute computers throughout the school.	AP Computer Tech	9/2/2005	11/30/2005
Develop survey of parent use of technology.	AP	8/11/2005	9/30/2005

Research-Based Programs

www.career-connections.org

Florida Department of Education-mini test on FCAT benchmarks

FCAT Explorer

Atomic Learning.com

Professional Development

Training for parents, teachers, and students in:

Infusing technology in the content areas.

Training in e-mail, gradebook, FCAT Explorer, and Atomic Learning.com

How to use free websites that reinforce FCAT skills.

Train a teacher in each department to assist in technological support.

Evaluation

This objective will be evaluate in May 2006 by teacher survey. On-going monitoring will take place and modifications based on the data will be made throughout the year when warranted.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

Increase proportion of people who participate in regular physical activity for cardio respiratory, muscular endurance, and flexibility fitness.

Needs Assessment

An analysis of the FITNESSGRAM indicates that 30 percent of student population needs to increase their participation in physical fitness skills. In addition, it reflected that a percentage of students prefer to take another elective rather than being in a physical education class.

Measurable Objective

Given an emphasis on the district FITNESSGRAM, 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 as measured by the FITNESSGRAM in 2006 as compared to the 2005 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Students will participate in regular physical activity for cardiovascular fitness.	P.E. Department	8/12/2005	4/28/2006
Participate in regular physical activity for muscular strength, endurance and flexibility.	P.E. Department	8/12/2005	4/28/2006
Introduce students to the Food Guide Pyramid to achieve balanced, healthy diet.	P.E. Department	8/11/2005	4/28/2006
Develop an after school "Fitness Club" for teachers and students.	P.E. Dept. Head	8/12/2005	4/28/2006

Research-Based Programs

FITNESSGRAM

American Heart Association

American Council on Exercise

Presidents Council on Physical Fitness

My Pyramid.com

USDA Guidelines

Professional Development

Heart Rate Monitoring Training

Pedometer Training

Stability Ball Training

Power Bar Training

Evaluation

This objective will be evaluated in May 2006, utilizing the results of the 2006 FITNESSGRAM Test. On going monitoring will transpire through the number of students participating in physical education classes. Modifications will be made thought the year when warranted.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 9 STATEMENT:

Increase enrollment of student population in elective courses through implementation of career academies which will offer sequential programs of studies.

Needs Assessment

An analysis of the number of students enrolled in elective course offerings for the 2005 school year revealed a substantial decline in enrollment. With higher standards being imposed this year, some rethinking of student recruitment for the 2006 school year will take place.

Measurable Objective

Given an emphasis on the importance of enrichment courses, students enrolled in elective courses will increase by 2 percent in 2005-2006 as compared to 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enhance student recruitment at middle school through articulation sessions.	Department Head for Elective Courses	10/6/2005	1/27/2006
Increase parent participation through Booster Groups announcements and recruitment.	Performing Arts Teachers	9/2/2005	5/25/2006
Increase students' participation in performances.	All Elective Teachers	9/1/2005	5/4/2006
Increase the number of students participating in District, State, and National competitions.	All Elective Teachers	9/1/2005	5/19/2006
Continue to promote future enrollment in elective courses.	Grade Level Elective Teachers	10/6/2005	1/27/2006
Develop Small Learning Communities (SLC) academies themes and conduct academy fair.	SLC Coordinator	8/12/2005	4/28/2006

Research-Based Programs

State adopted and non-state adopted materials.

Professional Development

Teachers will attend on-going TEC in-service workshops.

Teachers will attend district and national conventions, especially attendance in Secondary School Reform.

Evaluation

Data will be gathered through flyers distributed, field trip paperwork submitted and responses for middle school students through subject selection cards.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 10 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

An analysis of the School Report Card shows that G. Holmes Braddock Senior High School is in the middle third of all high schools in the state on percent of students making learning gains. It also shows that the school is in the middle third of all high schools in the state on money spent per student.

Measurable Objective

G. Holmes Braddock Senior High School will improve its ranking on the State of Florida ROI index publication from the 33 percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs	Principal	8/5/2005	5/5/2006
Collaborate with the district on resource allocation.	Principal	8/5/2005	5/5/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/5/2005	5/5/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/5/2005	5/5/2006

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.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 11 STATEMENT:

Improve graduation rate for four year graduates.

Needs Assessment

An analysis of the 2005 graduation rate indicates that 72% of students at G. Holmes Braddock Senior High School graduated within the four years. With higher standards being imposed this year, summary thinking of counseling services at all grade levels becomes necessary.

Measurable Objective

Given instruction utilizing Sunshine State Standards and using other students, parent 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 from 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parent/student meetings for each of the four grade levels for the purpose of informing parents and students about needed courses to graduate.	APC Counselors	9/1/2005	4/28/2006
Mentor students on high school requirements through the development of 9th grade "Houses".	AP SLC Coordinator	9/1/2005	4/28/2006
Develop Small Learning Communities (SLC) with academies themes to better assist students in future academic choices.	SLC Coordinator	8/10/2005	5/12/2006
Modify the Leadership/Freshmen Experience classes to include activities to help students choose an appropriate theme academy.	SLC Coordinator	8/8/2005	5/26/2006
Identify and meet with all seniors with potential graduation problems and provide suggested remediation plan, such as group monitoring and counseling strategies.	Counselors	10/3/2005	4/28/2006
Provide graduation and testing requirements, especially highlighting the concepts of NCLB through college and financial aide workshops.	Dept. Head CAP Advisor	8/11/2005	4/28/2006

Research-Based Programs

N/A

Professional Development

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

Evaluation

Parent/student contact conference logs

Parent meeting rosters

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

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

Training:

Members of EESAC: parents, teachers, students, UTD Steward, business partner, etc. were invited and present during the workshop and 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 play an active role in the benchmarking process.

School Safety & Discipline:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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