

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 7751 - Barbara Goleman Senior High School

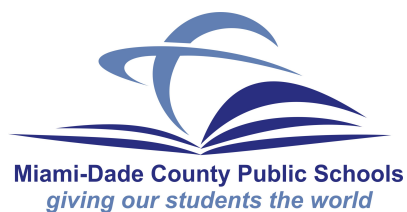
*FeederPattern:* Barbara Goleman Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Carlos Artime

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Barbara Goleman Senior High School*

---

Barbara Goleman Senior High School will serve approximately 4400 students in grades nine (9) through twelve (12) during the 2005-2006 school year. Ethnically, the student body is comprised of approximately 93% Hispanic, 4% White, 2% Black, and 1% Asian/Indian/Multi-racial. Approximately 47% of the students receive free or reduced lunch. Twelve percent (12%) of the students who attend Barbara Goleman Senior High are Limited English Proficient (LEP). The school offers students a variety of academic opportunities in which to participate. In addition to the diverse electives students may choose to take, there are numerous Advanced Placement, honors, and gifted courses in which students may enroll. Students may also take part in one of the school's two career academies (The Academy of International Business Relations and T.E.A.C.H. -- Teacher Education Academy: College Head start). The school provides students with a wide-range of extracurricular activities, including 25 athletic teams and more than 60 interest clubs, service organizations, and honor societies.

For the 2005-2006 academic year, the Educational Excellence School Advisory Council (EESAC), which represents all of the school's major stakeholders, has selected to focus on the following objectives:

Given instruction using the Sunshine State Standards, students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, students will improve their mathematics scores as evidenced by 63% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their mathematics scores as evidenced by 50% of the students scoring at or above state mastery level on

the 2006 administration of the FCAT -- Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics scores as evidenced by 50% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Mathematics.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 86% of students scoring 3.5 or higher on the 2006 administration of the FCAT -- Writing.

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by eleventh-grade students at Barbara Goleman Senior High School meeting or exceeding the District average on the 2006 administration of the FCAT -- Science.

Given an emphasis on parental involvement and in accordance with the Florida State Education Goals, Barbara Goleman Senior High School will demonstrate a 10% increase in the number of school-related activities to which parents are invited during the 2005-2006 school year as evidenced by sign-in logs maintained at the school.

Given an emphasis on a safe and orderly learning environment, the number of outdoor suspensions will decrease by 3% as evidenced by District-generated reports.

Given an emphasis on the use of technology in education, 100% of instructional staff members will receive training on the use of Student Performance Indicators (WSPI) as evidenced by departmentalized training logs maintained at the school.

Given instruction based on the Miami-Dade County Public Schools-mandated FITNESSGRAM standards, Barbara Goleman Senior High school will achieve an increase of 3% in award recipients as measured by the previous year's percent of award winners on the FITNESSGRAM.

Given the importance of a diverse and rigorous educational experience, students at Barbara Goleman Senior High School will increase their participation in Advanced Placement foreign language courses as evidenced by a 10% increase in enrollment from the 2004-2005 school year to the 2005-2006 school year.

Barbara Goleman Senior High School will improve its ranking on the State of Florida ROI index publication from the 89th percentile in 2003 to the 90th percentile on the next publication of the index.

In accordance with the requirements established under the No Child Left Behind (NCLB) Act, Barbara Goleman Senior High School will increase its graduation rate by 1 percentage point as evidenced by the 2006 Adequate Yearly Progress (AYP) Report.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey completed by the employees of the school, the areas of Business Results and Strategic Planning have been identified for improvement. These areas received the lowest average scores consisting of a 4.0 and a 3.9 respectively.

In the area of Business Results, the school plans to increase the participation of community assistance programs by incorporating incentives to groups that participate in community service programs. Additionally, the leadership of the school will share information concerning the fiscal status of the organization to various stakeholders.

In the area of Strategic Planning, the school plans to organize committees that will meet with the leadership of the school to identify concerns that apply to their specific job responsibilities. The committees will also be responsible for providing strategies that will adequately address deficiencies that are uncovered.

The school's leadership team will continue to strive to address any concerns expressed by students, staff, parents, and community leaders during the 2005-2006 school year.

## 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.

## Barbara Goleman Senior High School

### VISION

Barbara Goleman Senior High School will be a model for schools throughout the nation. Teachers, students, and community members will work as one in order to engender an atmosphere that nurtures the mind, body, and spirit. The Barbara Goleman Senior High School family is extremely proud of the accomplishments and philosophy of the school's namesake and will continue to honor Ms. Goleman by emulating her commitment to excellence.

### MISSION

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

### CORE VALUES

Barbara Goleman Senior High School fosters a collaborative environment between students, teachers, and the community in order to provide students with a well-rounded, academically sound education. The instructional staff helps students to recognize that a positive relationship exists between successful completion of graduation requirements and preparation to enter post-secondary training and/or the world of work. Barbara Goleman Senior High School strives to be a model for secondary schools throughout the nation. Teachers, students, and community members work as one in order to engender an atmosphere that nurtures the mind, body, and spirit.

## *School Demographics*

---

Barbara Goleman Senior High School, which was constructed in 1994, is located in the town of Miami Lakes and sits on 36.5 acres of land. The facility houses twelve buildings and 25 portables.

The school is wired for Internet and Intranet access. There are four business computer labs, one general lab, an ESE lab, an ESOL lab, and a Cognitive Tutor mathematics lab. The media center contains a computer lab, meeting facilities, and a teacher resource center. The closed circuit television system provides information to the school and enables students to benefit from experiences that parallel those encountered in a real television studio. A state-of-the-art vocational program offers students numerous opportunities to acquire skills that will ultimately enhance their post-secondary experiences.

A one-thousand seat auditorium provides an excellent facility for musical/theatrical productions. With a capacity of nearly 3000, the Jorge O. Sotolongo Gymnasium, named after the school's founding principal, is an exceptional facility for a multitude of sporting events. The school's dining facilities provide meals prepared on campus as well as food from nationally recognized vendors.

Barbara Goleman Senior High School enjoys a strong and positive relationship with the town of Miami Lakes and the cities of Hialeah and Hialeah Gardens. Members of the community, business leaders from surrounding areas, and service organizations such as the Miami Lakes Kiwanis Club and Rotary Club serve as valuable resources to our students and staff.

Through their participation in the Educational Excellence School Advisory Council (EESAC), Parent/Teacher/Student Association (PTSA), and booster clubs, parents provide invaluable support to the school. As one of its School Improvement Plan objectives, the school will continue to provide a welcoming environment that encourages further parental involvement.

Barbara Goleman Senior High School serves approximately 4400 students in grades nine (9) through twelve (12). Of these, 526 are Limited English Proficient, 314 are in gifted courses, and 460 represent various exceptionalities in the Exceptional Student Education program. Ethnically, the student body is comprised of approximately 93% Hispanic, 4% White, 2% Black, and 1% Asian/Indian/Multi-racial. Approximately 47% of the students receive free or reduced lunch.

The school offers students a variety of academic opportunities that allow them to flourish. In addition to the diverse electives students may choose to take, they may also enroll in numerous Advanced Placement, honors, and gifted courses. Students may also take part in one of the school's two career academies (The Academy of International Business Relations and T.E.A.C.H. -- Teacher Education Academy: College Head start).

In order to best meet the needs of the students, the school offers a variety of services, including various tutorial programs, on-the-job training opportunities, internships, and shared school experiences. Additionally, the school offers students a wide-range of extracurricular activities, including 25 athletic teams and more than 60 interest clubs, service organizations, and honor societies.

Barbara Goleman Senior High School employs a total of 289 full-time faculty and staff members and approximately 40 part-time staff members. The ethnic composition of the school staff is 51% Hispanic, 32% White, 16% Black, and 1% Asian/Indian/Multi-racial. Forty-nine percent (49%) of Goleman's teachers have advanced degrees, and 6% are beginning teachers.

The school is proud of its top-rated programs and teachers. The technology department has been recognized as the number one program in the nation; the physical education program has been named the Model P.E. Program in the District and in the State. It is only fitting that a school named after the only National Teacher of the Year from this county has exemplary teachers. In its second year, Barbara Goleman Senior High School was the home of the District winner as well as State finalist in the Teacher of

the Year program; subsequently, the school has had several regional finalists for this prestigious award. In an effort to provide students with the best educational experiences, four of the school's teachers have attained National Board Certification, and several other teachers are in the process of pursuing this goal.

Considerable attention is given and adequate resources are allocated to enhance educational opportunities for students at Barbara Goleman Senior High School. However, some barriers do hinder the school's progress in this area. First of all, because of the relatively high mobility rate, students often lack the consistent academic reinforcement they need, particularly in the area of reading. Secondly, because many of the students' parents are not fluent in English and/or are not familiar with the educational practices of this country, they are not able to reinforce academic skills at home. Additionally, a high percentage of Goleman students work either part time or full time; this greatly minimizes the amount of time students have to engage in home learning activities and negatively impacts their ability to concentrate during school hours. Clearly, one of Goleman's greatest challenges is helping students improve their reading skills. In order to achieve this, faculty members will continue to provide instructional services to students through tutorial services. Additionally, the assistant principal for curriculum and the testing chairperson will continue to identify incoming students who need academic reinforcement. Furthermore, the school will pay teachers to work after school hours to develop curriculum that is aligned with the Sunshine State Standards. Also, with two CRISS trainers on staff, the school will continue to offer CRISS (CReating Independence through Student-owned Strategies) training and follow-up sessions to teachers of all disciplines. The school is committed to addressing the challenges its students and staff face and treating them as opportunities for improvement.

# *School Foundation*

---

## ***Leadership:***

As evidenced by an average score of 4.2 on a five-point scale on the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey, the staff overwhelmingly agrees that the leadership of the school sets direction by articulating the school's mission to all stakeholders, establishing an environment that assists in meeting job responsibilities, and utilizes the values of the organization as the impetus which guides the day-to-day operation of the school. Furthermore, the staff concurs that pertinent information regarding the organization is communicated, including the dissemination of professional development opportunities designed to advance the career of all personnel.

## ***District Strategic Planning Alignment:***

The staff also agrees that ideas from all stakeholders are summoned by the organization when plans for the future of the institution are being formulated; this is reflected in an average score of 3.9 on the OPIS. Additionally, the staff is in agreement that plans that will affect the job responsibility of individuals are communicated with affected personnel and that a system is in place which allows employees to determine the progress that is taking place in the area of the plan that is germane to them.

## ***Stakeholder Engagement:***

The staff agrees as to who the most important customers are and the importance of maintaining open lines of communication in order to adequately maintain customer satisfaction. In fact, the school earned an overall score of 4.2 on the OPIS in the area of Customer and Market Focus. Staff members also agree that they possess the autonomy necessary to solve the concerns of their customers.

## ***Faculty & Staff:***

With a score of 4.1 on the OPIS, the staff agrees that a culture exists in the organization that allows individuals to make changes necessary to improve their job performance. They are aware of the importance of team work and agree that the supervisors care about the workforce. The staff also agrees that the leadership recognizes employees for outstanding work and provides opportunities for staff members to develop skills that will advance their career.

## ***Data/Information/Knowledge Management:***

Staff members overwhelmingly agree that they possess the knowledge necessary to analyze data and make modifications based on the interpretation of such data to adequately meet the objectives of the organization; this is in keeping with the score of 4.3 on the OPIS. The staff also agrees that individuals are aware of the numerous sources where data can be extrapolated and analyzed.

## ***Education Design:***

The staff agrees that the organization has in place a process that allows members to effectively carry out their jobs; in this area the school earned an average score of 4.0 on the OPIS. Staff members also agree that resources are



available that provide them with data delineating the quality of their work.

***Performance Results:***

As indicated by an average score of 4.0 on the OPIS, the staff agrees that the organization adheres to high ethical standards. The organization is instrumental in helping its personnel help others in the community by identifying and utilizing the talents of its employees effectively. The staff agrees that the organization removes bureaucratic practices that may impede progress and is aware that prudent economic policies are being implemented.

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

### **GOAL 1 STATEMENT:**

Students will demonstrate greater levels of achievement on the reading section of the 2006 Florida Comprehensive Assessment Test (FCAT).

### **Needs Assessment**

The results of the 2005 FCAT indicate that 29% of students at Barbara Goleman Senior High School met high standards in reading. Additionally, 53% of students made learning gains in reading, and 64% percent of struggling students made a year's worth of progress in reading.

The following subgroups did not make adequate yearly progress (AYP) in the area of reading: Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities.

The data reveal that 42% of ninth-grade students and 45% of tenth-grade students scored at an Achievement Level 1.

### 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 instruction using the Sunshine State Standards, students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading scores as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Reading.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll ninth-grade students who scored at FCAT Achievement Level 1 and 2 in a reading course.	Assistant Principal for Curriculum	6/6/2005	5/19/2006
Continue to utilize incentives to improve attendance during testing days.	Assistant Principal for Curriculum, Curriculum Liaison	1/2/2006	3/10/2006
Administer and analyze results of interim reading assessments to monitor student progress.	Assistant Principal for Curriculum, Test Chairperson, Reading Coach, Curriculum Liaison, Department Chairpersons	10/11/2005	1/31/2006
Provide teachers time after school to create departmental reading practice materials for students.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Assist teachers in researching data regarding performance benchmarks to incorporate into instructional planning that helps students in improving areas of weakness.	Assistant Principal for Curriculum, Reading Coach, Curriculum Liaison, Department Chairpersons	9/6/2005	5/19/2006
Focus on achievement by rewarding students who score at a Level 3 or higher on the FCAT -- Reading with appropriate incentives.	Principal, Assistant Principal for Curriculum, Curriculum Liaison	9/21/2005	9/21/2005

Encourage reading teachers to utilize USA Today in order to provide students with additional opportunities to enhance reading skills.	Assistant Principal for Curriculum, Reading Coach, Curriculum Liaison, Department Chairpersons	10/11/2005	4/28/2006
Encourage teachers and counselors to participate in the feeder pattern articulation team to discuss effective strategies for enhancing student learning.	Principal, Designated Assistant Principal	9/7/2005	5/5/2006
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Designated Assistant Principal, Tutorial Coordinator, Student Activities Director, Club Sponsors	9/12/2005	5/4/2006
Implement the District's Comprehensive Research-Based Reading Plan; have students complete reading logs in response to their reading.	Assistant Principal for Curriculum, Language Arts Teachers	8/8/2005	5/19/2006
Create sample reading lessons to be utilized across the curriculum to enhance students' reading skills.	Assistant Principal for Curriculum, Reading Coach, Curriculum Liaison	10/11/2005	5/5/2006
Schedule classes into the computer lab to utilize reading software.	Assistant Principal for Curriculum, Technology Specialist	10/11/2005	3/24/2006
Identify students in the Hispanic, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities subgroups who scored below grade level in reading, as delineated in AYP disaggregated data, and provide them with after-school tutoring programs four days a week that emphasize reading skills and are evaluated with pre and post tests.	Designated Assistant Principal, Reading Coach, Curriculum Liaison	9/12/2005	5/04/2006
Identify students who scored below grade level in reading and provide them with after-school tutoring programs four days a week that emphasize reading skills and are evaluated by pre and post tests.	Designated Assistant Principal, Reading Coach, Curriculum Liaison	9/12/2005	5/04/2006

## **Research-Based Programs**

Prentice Hall Literature Series, Amsco School Publications, Kaplan K-12 Learning Services

## **Professional Development**

- \* Offer Project CRISS (CReating Independence through Student-owned Strategies) to teachers and follow-up inservices that support this teaching philosophy and help improve students' reading comprehension skills.
- \* Provide opportunities for teachers to participate in various workshops related to reading instruction (e.g., Reciprocal Teaching, scaffolding).
- \* Encourage teachers to share "best practices" that enhance students' reading comprehension skills through participation in Critical Friends Groups (CFG's).
- \* Encourage faculty members from the school's various instructional departments to adhere to the instructional focus calendar and to participate in corresponding professional development sessions.
- \* Assist teachers in utilizing the in-school created departmentalized curriculum (Project P.A.S.S. -- Partnership for Achieving Scholastic Success).
- \* Assist teachers in utilizing the District's School Performance Indicators (WSPI) system to examine student data and alter instruction to meet the individual academic needs of their students.
- \* Provide ongoing professional development to help teachers with instructional techniques and share instructional materials appropriate for higher-achieving students.
- \* Train teachers from the language arts, ESOL, and ESE departments to administer the DAR -- Diagnostic Assessment of Reading and the ORF -- Oral Reading Fluency assessment.
- \* Assist teachers in utilizing the FCAT Item Specifications, provided by the Florida Department of Education, to provide practice to students on the Sunshine State Standards.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT – Reading. Interim reading assessments will provide formative assessment, which will be used to monitor progress toward the objective.

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

### **GOAL 2 STATEMENT:**

Students will demonstrate greater levels of achievement on the mathematics section of the 2006 Florida Comprehensive Assessment Test.

### **Needs Assessment**

The results of the 2005 FCAT indicate that 62% of students at Barbara Goleman Senior High School met high standards in mathematics. Additionally, 72% of students made learning gains in mathematics.

The following subgroups did not make adequate yearly progress in the area of reading: Limited English Proficiency and Students with Disabilities.

The data reveal that 19% of ninth-grade students and 16% of tenth-grade students scored at an Achievement Level 1.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 using the Sunshine State Standards, students will improve their mathematics scores as evidenced by 63% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Mathematics.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their mathematics scores as evidenced by 50% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics scores as evidenced by 50% of the students scoring at or above state mastery level on the 2006 administration of the FCAT -- Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage high-achieving ESOL students to enroll in Bilingual Curriculum Content (BCC) honors courses.	Assistant Principal for Curriculum, Guidance Counselors, Mathematics Teachers	8/8/2005	5/19/2006
Administer and analyze results of interim mathematics assessments to monitor student progress.	Assistant Principal for Curriculum, Test Chairperson, Curriculum Liaison, Department Chairpersons	10/11/2005	1/31/2006
Assist teachers in researching data regarding performance benchmarks to incorporate into instructional planning that helps students in improving areas of weakness.	Assistant Principals, Curriculum Liaison, Department Chairpersons	9/6/2005	5/19/2006
Provide teachers time after school to create departmentalized mathematics practice materials for students.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Focus on achievement by rewarding students who score at a Level 3 or higher on the FCAT -- Mathematics with appropriate incentives.	Principal, Assistant Principal for Curriculum, Curriculum Liaison	9/21/2005	9/21/2005
Continue to utilize incentives to improve attendance during testing days.	Principal, Assistant Principal for Curriculum, Curriculum Liaison	1/2/2006	3/17/2006
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Designated Assistant Principal, Tutorial Coordinator, Student Activities Director, Club Sponsors	9/12/2005	5/4/2006
Encourage teachers and counselors to participate in the feeder pattern articulation team to discuss effective strategies for enhancing student learning.	Principal, Assistant Principals	9/7/2005	5/5/2006
Create sample mathematics lessons to be utilized	Assistant Principal for Curriculum,	10/11/2005	5/5/2006

across the curriculum to enhance students' mathematical skills.	Curriculum Liaison		
Schedule classes into the computer lab to utilize mathematics software.	Assistant Principal for Curriculum, Technology Specialist	10/11/2005	3/24/2006
Provide mathematics teachers with a list of vocabulary terms to be integrated in Algebra I and geometry courses in order to facilitate students' understanding of mathematical concepts.	Assistant Principal for Curriculum, Curriculum Liaison, Department Chairpersons	8/5/2005	8/5/2005
Offer students before and after-school tutorial programs four days a week which emphasize mathematical skills and are evaluated by pre and post tests.	Principal, Designated Assistant Principal	9/12/2005	5/4/2006
Identify students in the Limited English Proficient and Students with Disabilities subgroups who scored below grade level in reading, as delineated in AYP disaggregated data, and provide them with after-school tutoring programs four days a week that emphasize mathematical skills and are evaluated by pre and post tests.	Designated Assistant Principal, Curriculum Liaison	9/12/2005	5/4/2006

## Research-Based Programs

Glencoe Mathematics Series, Amsco School Publications



## **Professional Development**

- \* Provide opportunities for teachers to participate in various workshops related to mathematics instruction.
- \* Encourage teachers to share "best practices" that enhance students' mathematical skills through participation in Critical Friends Groups (CFG's).
- \* Encourage faculty members from the school's various instructional departments to adhere to the instructional focus calendar and to participate in corresponding professional development sessions.
- \* Assist teachers in utilizing the in-school created departmentalized curriculum (Project P.A.S.S. -- Partnership for Achieving Scholastic Success).
- \* Assist teachers in utilizing the District's School Performance Indicators (WSPI) system to examine student data and alter instruction to meet the individual academic needs of their students.
- \* Provide ongoing professional development to help teachers with instructional techniques and share instructional materials appropriate for higher-achieving students.
- \* Work regularly with beginning teachers and Bilingual Curriculum Content (BCC) teachers on various topics, including mastering mathematics vocabulary and improving writing skills in the content area.
- \* Assist teachers in utilizing the FCAT Item Specifications, provided by the Florida Department of Education, to provide practice to students on the Sunshine State Standards.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT – Mathematics. Interim mathematics assessments will provide formative assessment, which will be used to monitor progress toward the objective.

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

### **GOAL 3 STATEMENT:**

Students will demonstrate greater levels of achievement on the writing section of the 2006 Florida Comprehensive Assessment Test.

### **Needs Assessment**

The results of the 2005 FCAT indicate that 93% of tenth-grade students at Barbara Goleman Senior High School met high standards in writing.

The results of the 2005 FCAT -- Writing indicate that 85% of students scored a 3.5 or higher.

For the second year in a row, the students achieved a mean score of 4.0 on FCAT -- Writing.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 86% of students scoring 3.5 or higher on the 2006 administration of the FCAT -- Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to enroll ninth-grade students at Barbara Goleman Senior High School in the writing course to enhance their writing skills.	Assistant Principal for Curriculum	6/6/2005	5/19/2006
Require evidence of student writing in a variety of curricular areas to demonstrate to students the importance and relevance of writing.	Assistant Principals	8/8/2005	5/19/2006
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Designated Assistant Principal, Tutorial Coordinator, Student Activities Director, Club Sponsors	9/12/2005	5/4/2006
Encourage teachers and counselors to participate in the feeder pattern articulation team to discuss effective strategies for enhancing student learning.	Principal, Assistant Principals	9/7/2005	5/5/2006
Administer and analyze results of writing assessments (i.e., pre, progress, and post tests) to monitor student progress.	Assistant Principal for Curriculum, Language Arts Teachers	9/12/2005	1/27/2006
Develop writing prompts for teachers to use across the curriculum with their students.	Assistant Principal for Curriculum, Curriculum Liaison, Department Chairpersons	10/11/2005	5/19/2006
Demonstrate to teachers from all departments writing samples and rubrics; provide teachers guidance in scoring essays so that they may reinforce the scoring process for students.	Assistant Principal for Curriculum, Curriculum Liaison, Department Chairpersons	10/11/2005	5/19/2006
Offer students before and after-school tutorial programs four days a week which emphasize writing skills and are evaluated by pre and post tests.	Principal, Designated Assistant Principal	9/12/2005	5/4/2006

## Research-Based Programs

McDougal-Littel Language Network Series

## **Professional Development**

- \* Assist teachers in utilizing the district's Student Performance Indicators (WSPI) system to examine student data and alter instruction to meet the individual academic needs of their students.
  
- \* Provide professional development for teachers to review sample FCAT writing prompts and FCAT Writing Plus questions.
  
- \* Share writing samples and rubrics with teachers from all departments and provide teachers guidance in scoring essays so that they may reinforce the scoring process for students.
  
- \* Provide professional development for teachers on effective techniques for incorporating writing across the curriculum.

## **Evaluation**

This objective will be evaluated by scores on the 2005 FCAT -- Writing. Reports generated from pre tests, progress tests, and post tests administered throughout the year will provide formative assessment, which will be used to monitor progress toward the objectives.

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

### ***GOAL 4 STATEMENT:***

Students will demonstrate greater levels of achievement on the science section of the 2005 Florida Comprehensive Assessment Test.

### ***Needs Assessment***

Results of the 2005 FCAT -- Science indicate that students achieved a mean scale score of 273, an increase of eleven (11) points over the scores from the 2004 administration of the test. The 2005 FCAT -- Science scores from Barbara Goleman Senior High School are two (2) points under the district average of 275 and 20 points under the state average of 293.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by eleventh-grade students at Barbara Goleman Senior High School meeting or exceeding the District average on the 2006 administration of the FCAT -- Science.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage high-achieving ESOL students to enroll in Bilingual Curriculum Content (BCC) honors courses.	Assistant Principal for Curriculum, Guidance Counselors, Science Teachers	8/8/2005	5/19/2006
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Designated Assistant Principal, Tutorial Coordinator, Student Activities Director, Club Sponsors	9/12/2005	5/4/2006
Provide scientific terms in English and Spanish to Limited English Proficiency students.	Designated Assistant Principal, Department Chairpersons	8/8/2005	5/12/2006
Conduct at least one hands-on activity each week to assist kinesthetic learners.	Designated Assistant Principal, Science Teachers	8/8/2005	5/19/2006
Model FCAT-type questioning and rubric scoring on weekly quizzes and tests to increase student awareness.	Designated Assistant Principal, Science Teachers	8/8/2005	5/12/2006
Use supplemental FCAT student materials (e.g., FCAT Dailies, Preparing for FCAT Science, Mastering FCAT) on a weekly basis with students in various science classes in order to provide them with test taking practice.	Designated Assistant Principal, Department Chairpersons	8/8/2005	5/19/2006
Align text, supplemental activities, laboratory activities, and reading assignments in science with the suggested scope and sequence provided by the District.	Designated Assistant Principal, Department Chairpersons	8/8/2005	5/19/2006
Offer students before and after-school tutorial programs four days a week which emphasize science skills and are evaluated by pre and post tests.	Principal, Designated Assistant Principal	9/12/2005	5/4/2006
Encourage eleventh-grade students who have already met their graduation requirement in the area of science to enroll in advanced science courses.	Assistant Principal for Curriculum, Science Teachers, Guidance Counselors	8/8/2005	5/24/2006
Encourage teachers and counselors to participate in the feeder pattern articulation team to discuss effective strategies for enhancing student learning.	Principal, Designated Assistant Principal	9/7/2005	5/5/2006

## **Research-Based Programs**

Prentice Hall Science Series, Addison Wesley, Scott Foresman Series, Amsco School Publications

## **Professional Development**

- \* Continue to offer Project CRISS (CReating Independence through Student-owned Strategies) to teachers and follow-up inservices that support this teaching philosophy and help students become independent learners in all subject areas.
- \* Encourage faculty members from the science department to adhere to the instructional focus calendar and to participate in corresponding professional development sessions.
- \* Provide inservice for teachers on scope and sequence integration, lab development, rubric scoring, and technology training to facilitate appropriate lesson plan development that addresses students' science process skills.
- \* Implement the District's Comprehensive Plan in Mathematics and Science and provide teachers with opportunities after school to align text, supplemental activities, laboratory activities, and reading assignments in science with the suggested scope and sequence provided by the District.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT -- Science.

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

### ***GOAL 5 STATEMENT:***

Parents will demonstrate greater involvement in all aspects of the educational program at Barbara Goleman Senior High School.

### ***Needs Assessment***

Records maintained at the school indicate that the number of major events to which parents were invited increased from nine during the 2003-2004 school year to twelve during the 2004-2005 school year, an increase of 33%. Even though this shows a marked increase, the staff of Barbara Goleman Senior High School believes it necessary to continue this trend.



## Measurable Objective

Given an emphasis on parental involvement and in accordance with the Florida State Education Goals, Barbara Goleman Senior High School will demonstrate a 10% increase in the number of school-related activities to which parents are invited during the 2005-2006 school year as evidenced by sign-in logs maintained at the school.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the marquee to advertise upcoming tests and other important events for students and parents.	Assistant Principal for Curriculum	8/8/2005	5/24/2006
Utilize automated telephone system to advise parents of upcoming school events.	Assistant Principals	8/1/2005	5/24/2006
Host a ninth-grade orientation for parents to acquaint them with Barbara Goleman Senior High School, its policies, and upcoming events.	Principal, Assistant Principal for Curriculum, Student Activities Director	8/3/2005	8/3/2005
Host a Senior Parent Night to inform parents about graduation requirements as well as senior activities.	Principal, Assistant Principal for Curriculum, Student Activities Director, Guidance Counselors	11/2/2005	11/2/2005
Hold a resource fair for parents and students.	Principal, Assistant Principal for Curriculum, Student Activities Director	9/28/2005	9/28/2005
Host an informational meeting for Spanish-speaking parents to share important school policies.	Principal, Assistant Principal for Curriculum, Guidance Counselors	9/7/2005	9/7/2005
Host a Mathematics and Science Family Night.	Principal, Assistant Principal for Curriculum, Department Chairpersons	2/15/2006	2/15/2006
Work with the school's Parent/Teacher/Student Association (PTSA) and booster clubs to increase parental involvement and attendance at school-sponsored functions.	Principal, Assistant Principal for Curriculum, Student Activities Director, Athletic Director	8/8/2005	5/24/2006
Publicize and encourage attendance at classes offered by the District's new Parent Academy.	Principal, Assistant Principal for Curriculum, PTSA Officers	8/8/2005	5/24/2006
Recruit parents and area businesses to support the school as Dade Partners.	Assistant Principal, Career Specialist	8/8/2005	5/26/2006

## **Research-Based Programs**

8-Step Continuous Improvement Model, National Standards for Parent and Family Involvement Programs  
(National PTSA)

## **Professional Development**

\* Encourage parents to attend informational sessions hosted at the school site as well as those sponsored by the District.

\* Publicize courses offered by the District's Parent Academy.

## **Evaluation**

This objective will be evaluated by reviewing attendance records and sign-in logs for activities maintained at the school.

## 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.)

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

### ***GOAL 6 STATEMENT:***

Barbara Goleman Senior High School will provide a safe and orderly learning environment.

### ***Needs Assessment***

According to the District School Profiles from the 2003-2004 school year, 253 students from Barbara Goleman Senior High School were assigned to outdoor suspension.

## Measurable Objective

Given an emphasis on a safe and orderly learning environment, the number of outdoor suspensions will decrease by 3% as evidenced by District-generated reports.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize peer mediation to resolve conflicts between students.	Assistant Principals, Guidance Counselors, TRUST Counselor	8/8/2005	5/24/2006
Discuss alternatives to outdoor suspensions.	Principal, Assistant Principals	10/17/2005	5/12/2006
Ask homeroom teachers to review the Code of Student Conduct with students.	Principal, Assistant Principals, Department Chairperson, Social Studies Teachers	10/17/2005	10/31/2005
Ask SCSI teacher to review Code of Student Conduct with students who have been assigned to indoor suspension.	Principal, Assistant Principals	10/17/2005	5/12/2006
Provide students with group counseling on various topics related to discipline.	Assistant Principals, Guidance Counselors	10/17/2005	5/24/2006

## Research-Based Programs

8-Step Continuous Improvement Model

## Professional Development

\* Ask school psychologist and/or TRUST counselor to provide training to teachers regarding conflict resolution and referral processes.

## Evaluation

This objective will be evaluated by information provided on District-generated reports.

## 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.)

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

### ***GOAL 7 STATEMENT:***

Barbara Goleman Senior High School will enhance the use of technology among the teachers.

### ***Needs Assessment***

According to records maintained at the school, only teachers from two of the school's departments (i.e., social studies and mathematics) received training on the use of WSPI during the 2004-2005 school year.

## Measurable Objective

Given an emphasis on the use of technology in education, 100% of instructional staff members will receive training on the use of Student Performance Indicators (WSPI) as evidenced by departmentalized training logs maintained at the school.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assist teachers in identifying low-performing students utilizing WSPI.	Assistant Principals, Technology Specialist	8/08/2005	5/24/2006
Assist teachers in identifying students' academic weaknesses in order to provide individualized instruction.	Assistant Principals, Technology Specialist	8/08/2005	5/24/2006
Assist reading teachers in utilizing WSPI to provide remediation to students in the clusters in which they are deficient.	Assistant Principals, Technology Specialist, Reading Coach	9/06/2005	5/24/2006
Assist teachers in using WSPI to identify levels of student achievement in order to pair struggling students with students who demonstrate greater proficiency in a particular cluster/strand.	Assistant Principals, Technology Specialist	10/17/2005	5/05/2006
Assist teachers who provide tutorial services to students in utilizing WSPI to identify students' areas of weakness.	Designated Assistant Principal, Tutorial Coordinator	9/12/2005	5/04/2006
Provide an area in the media center for teachers to utilize computers to access WSPI.	Designated Assistant Principal, Media Specialists	8/08/2005	5/26/2006

## Research-Based Programs

8-Step Continuous Improvement Model

## Professional Development

\* Provide each of the school's remaining departments (i.e., Language Arts, Science, ESOL, ESE, Foreign Language, Fine Arts, Vocational/Technical, Business, and Physical Education/Health) with training on the use of WSPI.

## **Evaluation**

This objective will be evaluated by departmentalized training logs maintained at the school.

## 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.)

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

### ***GOAL 8 STATEMENT:***

Students at Barbara Goleman Senior High School will develop health-related fitness, physical competence, and cognitive understanding about physical activity so that they can adopt healthy and physically active lifestyles.

### ***Needs Assessment***

According to the Physical Fitness Test Summary provided by the district for the 2004-2005 school year, 39% of the 1485 students tested at Barbara Goleman Senior High School received a gold or silver award on the FITNESSGRAM.



## Measurable Objective

Given instruction based on the Miami-Dade County Public Schools-mandated FITNESSGRAM standards, Barbara Goleman Senior High school will achieve an increase of 3% in award recipients as measured by the previous year's percent of award winners on the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities, such as flexibility, muscular strength, endurance, and cardiovascular activities.	Principal, Designated Assistant Principal, Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Designated Assistant Principal, Department Chairperson	8/8/2005	5/24/2006
Develop and adhere to an action plan that enables physical education teachers to have input on strategies for meeting the objective.	Designated Assistant Principal, Department Chairperson	8/8/2005	5/24/2006
Administer a pre test to determine baseline measures.	Designated Assistant Principal, Department Chairperson	8/15/2005	10/21/2005
Encourage students to participate in interscholastic athletic events.	Designated Assistant Principal, Department Chairperson, Athletic Director, Physical Education Teachers	8/8/2005	5/24/2006

### Research-Based Programs

8-Step Continuous Improvement Model, FITNESSGRAM

### Professional Development

\* Provide physical education teachers with information regarding the FITNESSGRAM awards during an Early Release Day inservice.

### Evaluation

This objective will be evaluated based on the results of the 2005-2006 FITNESSGRAM.

## 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.)

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

### ***GOAL 9 STATEMENT:***

Barbara Goleman Senior High School will increase the number of students who participate in Advanced Placement foreign language courses.

### ***Needs Assessment***

During the 2004-2005 school year, the following number of students were enrolled in Advanced Placement foreign language courses:

- \* Spanish Language -- 59
- \* Spanish Literature -- 19
- \* French Language -- 0
- \* Italian Language -- 0

## Measurable Objective

Given the importance of a diverse and rigorous educational experience, students at Barbara Goleman Senior High School will increase their participation in Advanced Placement foreign language courses as evidenced by a 10% increase in enrollment from the 2004-2005 school year to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase course offerings of Advanced Placement foreign language courses.	Principal, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Participate in articulation meetings with feeder pattern middle school department chairpersons and discuss benefits of enrollment in Advanced Placement foreign language courses.	Principal, Assistant Principal for Curriculum, Department Chairpersons	9/6/2005	5/24/2006
Participate in school's Curriculum Fair, highlighting information regarding Advanced Placement foreign language requirements.	Principal, Assistant Principal for Curriculum, Department Chairperson	1/4/2006	1/4/2006
Visit students in advanced courses to promote Advanced Placement foreign language courses.	Designated Assistant Principal, Foreign Language Teachers	11/2/2005	1/6/2006
Meet with counselors regarding requirements and benefits of Advanced Placement courses.	Designated Assistant Principal, Department Chairperson	12/6/2005	12/6/2005

### Research-Based Programs

Glencoe Series, McDougal-Littel Language Network Series

### Professional Development

\* Encourage teachers in the foreign language department to attend Advanced Placement workshops sponsored by the College Board and the District.

### Evaluation

This objective will be evaluated based on enrollment in Advanced Placement foreign language courses (i.e., Spanish Language, Spanish Literature, French Language) during the 2005-2006 school year.

## 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.)

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

**GOAL 10 STATEMENT:**

Barbara Goleman Senior High School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicate that in 2003 Barbara Goleman Senior High School ranked at the 89th percentile on the State of Florida ROI index.

## Measurable Objective

Barbara Goleman Senior High School will improve its ranking on the State of Florida ROI index publication from the 89th 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.	Leadership Team	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	Leadership Team	8/8/2005	5/26/2006
Review reconfiguration of existing resources or taking advantage of a broader resource base (e.g., private foundations, volunteer networks).	Leadership Team	8/8/2005	5/26/2006
Research shared use of facilities, partnering with community agencies.	Leadership Team	8/8/2005	5/26/2006

## Research-Based Programs

8-Step Continuous Improvement Model

## Professional Development

\* 8-Step Continuous Improvement Model

## Evaluation

On the next State of Florida ROI index publication, Barbara Goleman 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.)

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

### **GOAL 11 STATEMENT:**

Barbara Goleman Senior High School will demonstrate an increase in its graduation rate for the 2005-2006 school year.

### **Needs Assessment**

The 2005 Adequate Yearly Progress (AYP) Report indicates that the graduation rate for Barbara Goleman Senior High School was 70% in 2004.

## Measurable Objective

In accordance with the requirements established under the No Child Left Behind (NCLB) Act, Barbara Goleman Senior High School will increase its graduation rate by 1 percentage point as evidenced by the 2006 Adequate Yearly Progress (AYP) Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hold workshops for parents (e.g., Senior Parent Night) to inform them of graduation requirements.	Principal, Assistant Principal for Curriculum, Guidance Counselors	8/3/2005	4/14/2006
Enroll twelfth-grade students who have not yet passed the FCAT in intensive language arts and/or mathematics courses.	Assistant Principal for Curriculum, Guidance Counselors	8/8/2005	5/24/2006
Identify students with less than a 2.0 cumulative grade point average and encourage them to participate in the school's tutorial services.	Designated Assistant Principal, Guidance Counselors	8/8/2005	5/5/2006
Meet with students who have Academic Improvement Plans to identify strategies to enhance academic performance.	Assistant Principal for Curriculum, Guidance Counselors, Teachers	11/7/2005	3/31/2006
Meet with parents/guardians of students who have Academic Improvement Plans to identify strategies to enhance academic performance.	Assistant Principal for Curriculum, Guidance Counselors, Teachers	11/7/2005	3/31/2006
Inform students and parents about programs available to obtain/recover academic credits (e.g., Adult Education, Dual Enrollment, Virtual School).	Assistant Principal for Curriculum, Guidance Counselors	8/8/2005	5/24/2006
Address at-risk students through the Standards-Based Student Career Development Program.	Assistant Principal for Curriculum, Student Services Team	8/08/2005	5/24/2006
Refer students who are struggling academically to their respective counselors.	Assistant Principals, Teachers, Coaches, Club Sponsors	8/8/2005	5/5/2006
Maintain weekly progress reports for struggling students.	Assistant Principals, Teachers, Guidance Counselors	8/22/2005	5/12/2006
Meet with low-performing students and their parents/guardians to discuss effective ways to enhance their performance.	Assistant Principals, Guidance Counselors	8/8/2005	5/5/2006

## **Research-Based Programs**

8-Step Continuous Improvement Model

### **Professional Development**

- \* Encourage guidance counselors to share "best practices" regarding keeping students motivated to succeed academically.
  
- \* Ask guidance counselors to conduct workshops for teachers on methods of identifying and/or assisting at-risk students.

### **Evaluation**

This objective will be evaluated based on the results of the 2006 AYP Report.



## *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:***

The Educational Excellence School Advisory Council (EESAC) recommended that monies continue to be allocated to support the school's mission statement. The EESAC will utilize funds to improve academic performance by offering tutorial programs and purchase resources which focus on the reinforcement of Sunshine State Standards. Additionally, because high academic performance is linked to good attendance, the EESAC will dedicate some of its resources to offer students attendance incentives.

### ***Training:***

The EESAC recommended that teachers engage in professional development opportunities that will assist them in delivering effective instruction. Having already made great strides in this area, the EESAC will continue to allocate funds for additional teachers to receive Project CRISS (CReating Independence through Student-owned Strategies) training during the 2005-2006 school year.

### ***Instructional Materials:***

The EESAC recommended that the school purchase additional materials (e.g., textbooks and resource books) as well as other instructional resources that enhance learning.

### ***Technology:***

The EESAC recommended that Barbara Goleman Senior High School continue to explore the implementation of technology initiatives. During regularly scheduled EESAC meetings, professional development activities related to technology will be discussed.

### ***Staffing:***

The EESAC recommended that funds continue to be allocated to provide wages to teachers who tutor students before and after school. It will also allocate funds to be used as stipends for teachers who develop curriculum that enhances instruction.

### ***Student Support Services:***

The EESAC recommended that, as the chairperson of the group, one of the school's guidance counselors serve as a liaison between the advisory council and the student services team. Through the cooperative working relationship that exists between the EESAC and the student services department, students' needs and parental concerns will continue to be addressed.

### ***Other Matters of Resource Allocation:***

The EESAC continually explores ways to allocate resources that will support the School Improvement Plan (SIP) objectives; it recommended that funds be designated to purchase additional textbooks and other supplementary instructional materials.

### ***Benchmarking:***

The EESAC recommended that several of the members focus on analyzing the needs of the school and developing appropriate SIP objectives. During follow-up meetings, the EESAC will allocate resources to meet these objectives and strategies.

### ***School Safety & Discipline:***

Because of its importance, the EESAC recommended that funds be used, when necessary, to support initiatives that enhance the safety of students and staff.

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*