
SCHOOL IMPROVEMENT PLAN

2006-2007



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

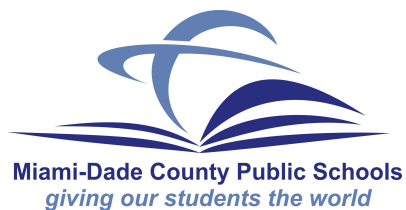
FeederPattern: G. Holmes Braddock Senior

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 approximately 4100 students and 320 staff members. The current population's ethnic composition of students is 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 technical preparatory initiative, an affiliated off-campus alternative education component, and a nationally recognized Naval Junior Reserve Officer Training Corps Program. The school offers approximately 75 Advanced Placement, honors, and honors gifted classes in English, Science, Mathematics, Foreign Language, Music, Art, and Social Studies. Approximately 800 students are enrolled in at least one of these classes. In addition, many students are enrolled in community leadership, laboratory research, and Advanced Academic Internship programs. Braddock also offers a magnet program in Information Technology. This year the school will open its Global Studies University of Cambridge Magnet program. With the school's success an increased awareness of future challenges has arisen. Student achievement declined during the 2005 - 2006 school year as evidenced by the results of the Florida Comprehensive Assessment Test. Substantive improvement must be effected to meet the needs of the students. After analyzing and evaluating pertinent data, the G. Holmes Braddock Senior High School Educational Excellence School Advisory Council (EESAC) along with the faculty identified the outlined goals as school-wide priorities for the 2006 - 2007 school year.

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades 9 and 10 identified as White in NCLB subgroups will increase their reading skills as evidenced by 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades 9 and 10 identified as Black in NCLB subgroups will increase their reading skills as evidenced by 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Students With Disabilities in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

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 2007 FCAT Writing Test.

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 48.22 percent of the students in 11th grade scoring at achievement Level 3 or above on the 2007 FCAT Science Test.

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

Given an emphasis in school discipline there will be an improvement on the student suspension rate as evidenced by the school decreasing the number days that students spend on suspension by three percent in 2007 as compared to 2006, as evidenced by District Suspension Rate Report and COGNOS Reports.

All teachers at G. Holmes Braddock Senior High will effectively implement the Electronic Gradebook during the 2006-2007 school year.

Given an emphasis on the district FITNESSGRAM Physical Endurance assessment, students will improve their health and fitness as evidenced with students achieving an annual increase of three percent in the number of awards individually received. This will be measured by comparing the 2007 results to those from 2006.

Given an emphasis on the importance of advanced and challenging course work, G. Holmes Braddock Senior High will create the Global Studies / University of Cambridge Magnet Program during the 2006 - 2007 school year.

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

Given instruction utilizing Sunshine State Standards and other support strategies involving tutorial services, individualized, and group monitoring, and counseling strategies, G. Holmes Braddock Senior High School will increase the overall graduation rate by 1 percent during the 2006 - 2007.

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

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

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

Empowerment through academics.

MISSION

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

CORE VALUES

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

School Demographics

G. Holmes Braddock Senior High School is a ninth through twelfth grade public high school located at 3601 SW 147 Avenue in Southwest Miami-Dade County. 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 4,100 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 approximately 320 staff members, six of whom are administrators, and 36 are part-time staff members. The ethnic composition of the staff is 19% White, 8% Black, 70% Hispanic and 4% others including Asian/Indian/Multiracial. Seven teachers currently hold National Board Certifications, while 13 are in the process of attaining their certificates. Eighty members of the staff hold a masters degree, 19 hold specialist degrees, and 10 hold a doctoral degree. There are a total of 178 standard curriculum teachers, 33 exceptional education teachers, 13 guidance counselors, 3 media specialists, 17 paraprofessionals, 21 clerical staff employees, 25 custodians, 12 full-time security monitors. 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 AB for Hispanic students. In The Advanced Placement Report to the Nation 2006, G. Holmes Braddock senior High School was distinguished as the school leading the world by having the largest number of Latino students scoring 3+ in the following AP courses: Calculus BC, U.S. Government and Politics, Physics C, Mechanics and U.S. History. In addition, Braddock is one of the fifteen High Schools taking part in the implementation of Small Learning Communities (SLC). In 2006 the school was recognized by Newsweek Magazine as one of the top 5% high schools in the nation. The 2006 - 2007 school year will be the first year for the Global Studies/University Of Cambridge Magnet Program. With the school's successes however, an increased awareness of significant future challenges have become apparent. Student achievement declined during the 2005 - 2006 school year as evidenced by the results of the Florida Comprehensive Assessment Test. Substantive improvement must be effected to meet the needs of the students. With the school's successes, increased awareness of significant future challenges has also become evident. FCAT writing and reading scores are low and substantive improvement must be effected to insure improved student achievement. The scores for the lowest 25% in reading also dropped in 2006 and will demand special attention in order to reverse the trend and provide the lowest achieving students with the necessary assistance. A decrease in the student population has created the need to surplus faculty. 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 4.1 was received.

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

District Strategic Planning Alignment:

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

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

Stakeholder Engagement:

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

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

Faculty & Staff:

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

Teacher Mentoring Program is designed to retain new teachers and includes the assignment of Professional Growth Teams (PGT), an administratively run beginning teacher program, an active relationship with Florida International University, and Nova Southeastern University that features the placement of student interns with veteran teachers who have been trained in clinical supervision. PGT's are assigned with the first-year annual contract teachers selecting a colleague mentor. Mentor teachers take the on-line Professional Assessment and Comprehensive

Evaluation System (PACES) course as an initial step in this process and make classroom visitations to informally assess the performance of new teachers and provide collegial input. To accommodate the needs of both annual contract first-year teachers and those of 3100 status, the administration furnishes its in-house program that features bi-weekly meetings designed around hour long workshops catering to themes such as classroom management, lesson planning, and parent conferencing, as well as in-house procedures.

Data/Information/Knowledge Management:

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

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

Education Design:

Results of the Process Management section of the OPIS 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.

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

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

Performance Results:

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

was received.

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

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

Needs Assessment

A review of FCAT Test data revealed that 34 percent of ninth and tenth grade students are reading at or above achievement level 3. Only 49 percent of students in the school demonstrated learning gains. Additional analysis reveals that only 48 percent of the students scoring in the lowest 25 percent in reading demonstrated learning gains.

A closer look at the data shows that ninth grade students performed strongest in cluster three (Comparisons), while demonstrating their greatest need for improvement in cluster one (Words and Phrases in context).

Tenth graders performed strongest in cluster two (Main Idea, Plot and Author's Purpose) and cluster three (Comparisons), while the area of greatest need for improvement was cluster one (Words and Phrases in Context).

After examination of the disaggregated data on the Adequate Yearly Progress Report, it is evident that all subgroups identified require close attention in reading. All subgroups in the school failed to meet Adequate Yearly Progress. Only 40 percent of the White subgroup, 15 percent of the Black subgroup, 25 percent of the Economically Disadvantaged subgroup, 7 percent of the Limited English Proficient subgroup, 9 percent of the Students with Disabilities subgroup and 29 percent of the Hispanic subgroup are reading at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades 9 and 10 identified as White in NCLB subgroups will increase their reading skills as evidenced by 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades 9 and 10 identified as Black in NCLB subgroups will increase their reading skills as evidenced by 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Students With Disabilities in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students identified as Hispanics in NCLB subgroups will increase their reading skills as evidenced by at least 51 percent scoring at Level 3 or above on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		

Develop curriculum maps for the Language Arts and reading classes to assure effective instruction and alignment with mandated standards.	Assistant Principal for Curriculum, Department Chairpersons	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Place students scoring at FCAT level 2 in homogeneously grouped Language Arts classes to effectively target instruction.	Principal, Assistant Principal for Curriculum, Department Chairperson	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Place students performing at FCAT level 1 in the 9th and 10th grades in Intensive Reading courses to improve reading skills achievement on the 2007 FCAT Reading Test.	Principal, Assistant Principal for Curriculum	9/7/2006	5/30/2007	District Strategic Plan	\$0.00
Identify Students with Disabilities to be enrolled in inclusion classes and allow them to receive grade level instruction as well as individualized instruction from an ESE teacher.	Principal, Assistant Principal for Curriculum, ESE and English Department Chairpersons, English and ESE teachers.	8/7/2006	5/30/2007	Inclusion	\$0.00
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in reading.	Principal, Assistant principal for Curriculum, Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Give teachers access to Web-based Student Performance Indicators (WSPI) to better individualize instruction following the school's Continuous Improvement Model.	Principal and Assistant Principal for Curriculum	9/4/2006	10/27/2006	Continuous Improvement Model	\$0.00
Initiate a peer tutoring program for students scoring in the lowest 25 percentile and monitor their progress using the Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Teachers	10/2/2006	4/27/2007	District Strategic Plan	\$0.00
Provide extended learning opportunities in reading through after school tutoring and Saturday Academy classes targeting students in the lowest 25% as well as students identified in subgroups not meeting AYP.	Principal, Assistant Principal for Curriculum, Language Arts and Reading teachers.	9/4/2006	4/27/2007	Continuous Improvement Model	\$30000.00
Utilize the Edusoft Assessment Program to effectively monitor student progress as well as address opportunities for improvement with specific benchmark clusters.	Principal, Assistant Principal for Curriculum, Department Chairperson, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement continuous improvement practices as outlined by the High Schools That Work reform model.	Principal, Assistant Principal, SLC Coordinator, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

CRISS Training

Departmental meetings to analyze and interpret data.

Edusoft training for assessment and data analysis.

District Mandated Reading Workshops for Read 180

Use of WSPI for effective data analysis.

Reciprocal Teaching

ESE and Inclusion Strategies

State adopted technology training

Literacy Plan

Evaluation

2007 FCAT Reading Test

District Interim Assessments

School Developed Benchmark Assessments

MAZE

DAR

Tutoring Attendance Logs

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

Needs Assessment

A review of FCAT test data revealed that 59 percent of ninth and tenth grade students scored above FCAT level 3 in mathematics, while 66 percent made learning gains according to the results of the 2006 FCAT Mathematics Test.

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

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

After examination of the disaggregated data on the Adequate Yearly Progress Report, it is evident that while 69 percent of the White subgroup and 51 percent of the Hispanic subgroup scored at or above grade level, the rest of the subgroups did not meet Adequate Yearly Progress. Only 46 percent of the Economically Disadvantaged subgroup, 25 percent of the Limited English Proficient subgroup, 20 percent of the Students with Disabilities subgroup are scoring at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students in grades nine and ten will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as Economically Disadvantaged in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as Limited English Proficiency (LEP) in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students identified as students with disabilities in NCLB subgroups will increase their mathematics skills as evidenced by at least 56 percent scoring at Level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Place students scoring at FCAT level 1 in Intensive Mathematics Classes to improve mathematics skills achievement on the 2007 FCAT Mathematics Test.	Principal, Assistant Principal for Curriculum, Student Services, Department Chairpersons	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize district interim mathematics assessment and school developed benchmark assessments to monitor student performance and target areas with greatest needs.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Develop a curriculum calendar for the mathematics classes to assure effective instruction and alignment with mandated standards.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and implement departmentalized mid-term and final exams that focus on FCAT type questions and assessed benchmarks.	Department Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in mathematics.	Principal, Assistant principal for Curriculum, Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Give teachers access to Web-based Student Performance Indicators (WSPI) to better individualize instruction following the school's Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Mathematics Teachers	9/4/2006	10/27/2006	Continuous Improvement Model	\$0.00
Initiate a peer tutoring program for students scoring in the lowest 25 percentile and monitor their progress using the Continuous Improvement Model.	Principal, Assistant Principal for Curriculum, Teachers	10/2/2006	4/27/2007	District Strategic Plan	\$0.00
Utilize the Edusoft Assessment Program to effectively monitor student progress as well as address opportunities for improvement with specific benchmark clusters.	Principal, Assistant Principal, Department Chairpersons, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide extended learning opportunities in mathematics through after school tutoring and Saturday Academy classes.	Principal, Assistant Principal for Curriculum, Mathematics Chairperson, Mathematics Teachers	9/4/2006	4/27/2007	District Strategic Plan	\$30000.00
Implement continuous improvement practices as outlined by the High Schools That Work reform model.	Principal, Assistant Principal, SLC Coordinator, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

Use of WSPI (Web-Based Student Performance Indicators)

CRISS Strategies

Edusoft Training for assessment and data analysis

ESE and inclusion strategies

State adopted series technology training

FCAT Explorer

Evaluation

2007 FCAT Mathematics Test

District Interim Assessments

School Developed Benchmark Assessments

Tutoring Attendance Logs

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2006 Florida Writes test indicate a continued decline in writing achievement. 2006 Writing Test data reveals that only 77 percent of 10th graders met required state standards in writing, representing a 9 point drop when compared to the prior year's Writing Test results. When specifically looking at the data identifying the types of writing prompts, a 16 percent drop in achievement on persuasive prompts is revealed. While 81 percent of students in 2005 scored at 3.5 or above on the persuasive writing prompt, only 65 percent scored at the same level in 2006.

When examining the disaggregated data on the Adequate Yearly Progress report, subgroups also showed a declining trend. All subgroups identified by AYP failed to show increases in the number of students improving performance. While 87 percent of Hispanic students showed an increase in 2005, only 82 percent demonstrated increase in 2006. While 82 percent of Economically Disadvantaged students showed increases in 2005, only 76 percent demonstrated increases in 2006. While 65 percent of Limited English Proficient students showed increases in 2005, only 47 demonstrated increases in 2006. And although 67 percent of Students with Disabilities showed increases in Writing in 2005, only 53 percent demonstrated increases in 2006.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 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 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop curriculum maps for the Language Arts classes to assure effective instruction and alignment with mandated standards.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Teachers	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote and implement the Writing and Reading Action Plan (WRAP) to be conducted across the curriculum to improve essay writing and student achievement on the 2007 FCAT Writing+ Test.	Assistant Principal for Curriculum, Language arts Department Chairperson, Teachers	8/7/2006	2/23/2007	Continuous Improvement Model	\$0.00
Conduct lessons in grades nine and ten on the FCAT rubric scoring process and develop peer revision activities in the Language Arts classes to ensure achievement on the 2007 FCAT Writing+ Test.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Language arts Teachers	8/14/2006	3/30/2007	District Strategic Plan	\$0.00
Develop Saturday Writing Academy opportunities for students in grade 10 to ensure success on the 2007 administration of the FCAT Writing+ Test.	Assistant Principal for Curriculum, Language Arts Chairperson, Teachers	12/4/2006	2/28/2007	District Strategic Plan	\$0.00
Design and promote school-sponsored writing contests at district, state, and national level to enhance and promote the writing process.	Assistant Principal for Curriculum, Language Arts Department Chairperson	9/4/2006	3/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

2007 FCAT Writing Test
District Writing Pre and Postest
School-wide Writing and Reading Action Plan

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 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

Data analysis reveals that 23% of 11th grade students scored at Level 3 or above on the 2006 FCAT Writing Exam. Data also revealed that students scored 50 percent or less in all content areas of the 2006 FCAT Science Test. This indicates a need for additional intensive instruction in the areas of Physical and Chemical Science, Earth and Space Science, Life and Environmental Science and Scientific Thinking.

The data revealed that scores increased in two areas; Physical Science scores increased from 36% in 2005 to 38% in 2006. Scores also increased in Life and Environmental Science from 36% to 47%. Nevertheless, scores remained the same in Earth Space Science (45%) and in Scientific Thinking (50%).

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least 48.22 percent of the students in 11th grade scoring at achievement Level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize lab reports in science classes to incorporate effective reading, writing, mathematics and data interpretation skills.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Continue emphasis on utilizing graphics, and data tables to allow students to analyze and draw conclusions in all science classes.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize lab work to strengthen lab skills, independent thinking, and group collaboration.	Assistant Principal for Curriculum, Science Department Chairperson, Science Teachers	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Science Focus Calendars to assure effective instruction of mandated benchmarks.	Assistant Principal for curriculum, Science Department Chairperson, Science Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the District Scope and Sequence for science to ensure effective instruction and compliance with the Sunshine State Standards.	Assistant Principal for Curriculum, science department Chairperson, Science Teachers	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a Science FCAT tutoring program for 11th grade students to adequately prepare for the 2007 Science FCAT Test.	Assistant Principal for Curriculum, Science Department Chairperson, Teachers.	11/6/2006	3/5/2007	District Strategic Plan	\$0.00
Use the Plan Do Study Act (PDSA) as the school wide Continuous Improvement Model to enhance instruction in science.	Principal, Assistant principal for Curriculum, Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

Effective strategies on hands on activities and lab usage
District staff development for science content areas
Science Item Specifications training
CRISS strategies
District staff development on data analysis
Edusoft training for assessment and data analysis
State adopted technology training

Evaluation

2007 FCAT Science Test
School developed interim assessments

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a PTSA web page linked to Braddock's web site.	Principal, Assistant principal, PTSA	9/4/2006	10/27/2006	District Strategic Plan	\$0.00
Utilize the Connect-Ed phone service to apprise parents of important school dates and activities.	Principal, Assistant Principal, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide updates and information to parents on the Parent Viewer component of District Electronic Gradebook.	Principal, Assistant Principal, Web Design Team	9/4/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent after school events focusing on student academic achievement.	Principal, Assistant Principal, Department Chairpersons, Teachers, Student Services, CAP Advisor	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National P.T.S.A.

Professional Development

Teacher in-service training on parental communication.

Connect-Ed Training

Evaluation

Parent Sign-In Logs at School Sponsored Events.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Reduce the number of days students spend in suspension.

Needs Assessment

An analysis of the School Suspension Report revealed that a large number of students were engaged in recurrent negative behavior problems resulting in having to be placed in indoor/outdoor suspension (3,421 days during the 2005-2006 school year).

Measurable Objective

Given an emphasis in school discipline there will be an improvement on the student suspension rate as evidenced by the school decreasing the number days that students spend on suspension by three percent in 2007 as compared to 2006, as evidenced by District Suspension Rate Report and COGNOS Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a plan for alternative consequences in order to reduce the use of suspension to deter negative behavior.	Principal, Assistant Principals, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of referrals to Saturday school.	Principal, Assistant Principal, Student Services	9/18/2006	4/27/2007	Continuous Improvement Model	\$0.00
Disseminate and implement school wide attendance incentives via BTV and classroom visitations.	Assistant Principals	9/4/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement counseling session for students in SCSL.	Assistant Principals, Student Services, SCSL Teachers	10/2/2006	4/2/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Effectively implement the District Electronic Gradebook school-wide.

Needs Assessment

During the 2005-2006 school year many problems arose limiting the effective use of the Electronic Gradebook school-wide. More training as well as updating computers in specific classrooms are necessary for the successful implementation of the program.

Measurable Objective

All teachers at G. Holmes Braddock Senior High will effectively implement the Electronic Gradebook during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Redistribute and replace computers throughout the school.	Principal, Assistant Principal, Computer Tech	8/14/2006	4/27/2007	Continuous Improvement Model	\$0.00
Provide training for all teachers on the use of the Electronic gradebook.	Principal, Assistant principal, Technology Team, Gradebook Managers Department Chairpersons	8/10/2006	5/30/2007	District Strategic Plan	\$0.00
Attend district workshoops pertaining to the Electronic Gradebook.	Principal, Assistant Principal, Gradebook Managers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the effective and timely use of the Electronic Gradebook.	Principal, Assistant Principal, gradebook Managers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide adequate wireless connections for teachers in the portables to have access to the Electronic Gradebook.	Principal, Assistant Principal, Tech Specialist	9/4/2006	10/16/2006	District Strategic Plan	\$23000.00

Research-Based Programs

N/A

Professional Development

District training for Gradebook Managers.

School-wide training for all teachers on the use of the Electronic Gradebook.

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

An analysis of the FITNESSGRAM Physical Endurance Assessment indicates that of all students tested during the 2005 - 2006 school year only 41% were able to attain a silver or gold award.

Measurable Objective

Given an emphasis on the district FITNESSGRAM Physical Endurance assessment, students will improve their health and fitness as evidenced with students achieving an annual increase of three percent in the number of awards individually received. This will be measured by comparing the 2007 results to those from 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Students will participate in regular physical activity for cardiovascular fitness.	Department Chairperson, Teachers	8/14/2006	3/30/2007	Continuous Improvement Model	\$0.00
Introduce students to the most recent information in regards to healthy eating and the importance of maintaining a healthy diet.	Department Chairperson, Teachers	8/14/2006	4/27/2007	Continuous Improvement Model	\$0.00
Assure that students participate in regular physical activity that enhances cardio and respiratory wellness, muscular strength, endurance and flexibility.	Department Chairperson, Teachers	8/14/2006	4/27/2007	Continuous Improvement Model	\$0.00
Conduct evaluation exercises during the first quarter of the school year to develop baseline information on students.	Department Chairperson, Teachers	8/14/2006	10/27/2006	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

American Heart Association

American Council on Exercise

Presidents Council on Physical Fitness

Professional Development

Heart Rate Monitoring Training

Pedometer Training

Stability Ball Training

Power Bar Training

Evaluation

This objective will be evaluated in May 2007, utilizing the results of the 2007 FITNESSGRAM Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

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

Needs Assessment

An analysis of the number of students enrolled in special area and advanced courses revealed additional need for an increase in offerings for students in these areas. With higher standards being imposed this year, some rethinking of student recruitment would be necessary for the 2006 school year.

Measurable Objective

Given an emphasis on the importance of advanced and challenging course work, G. Holmes Braddock Senior High will create the Global Studies / University of Cambridge Magnet Program during the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a Global Studies Academy Advisory Board.	Principal, Assistant Principal, Global Studies Lead Teacher	8/14/2006	8/31/2006	District Strategic Plan	\$0.00
Promote the program through communication and articulation in the feeder pattern middle schools.	Principal, Assistant Principal, Global Studies Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the program through community announcements.	Principal, Assistant Principal, Global Studies Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct orientation sessions for parents and students at the school to enhance knowledge of the program.	Principal, Assistant Principal, Global Studies Lead Teacher, Teachers	10/2/2006	3/30/2007	District Strategic Plan	\$0.00
Conduct Collegium Meetings on a monthly basis to discuss program goals and agenda.	Principal, Assistant Principal, Global Studies Lead Teacher, Global Studies Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Harvard World Wide Web-Based Courses

Program Collegium Meetings

University Of Cambridge Conference

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

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

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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.)

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

Miami-Dade County Public Schools

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

GOAL 11 STATEMENT:

Improve graduation rate for four year graduates.

Needs Assessment

An analysis of the 2006 graduation rate indicates that 67% of students at G. Holmes Braddock Senior High School graduated within the four years of their initial entry into ninth grade.

Measurable Objective

Given instruction utilizing Sunshine State Standards and other support strategies involving tutorial services, individualized, and group monitoring, and counseling strategies, G. Holmes Braddock Senior High School will increase the overall graduation rate by 1 percent during the 2006 - 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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.	Principal, Assistant Principal, Students Services	9/4/2006	4/27/2007	District Strategic Plan	\$0.00
Implement the Small Learning Communities (SLC) model with academy themes to better assist students in future academic choices.	Principal, Assistant Principal, SLC Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and meet with all seniors with potential graduation problems and provide suggested remediation plan, such as group monitoring and counseling strategies.	Principal, Assistant Principal, Student Services	10/23/2006	4/27/2007	District Strategic Plan	\$0.00
Modify the Leadership/Freshmen Experience classes to include activities to help students choose an appropriate academy.	Assistant Principal, SLC Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide graduation and testing requirements, especially highlighting the concepts of NCLB through college and financial aide workshops.	Department Chairpersons, Teachers, Student Services	8/14/2006	4/27/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Attend district workshop on graduation requirements

Attend student services monthly department meetings

Evaluation

This objective will be evaluated by an increase of 1% in the number of students graduating during the 2006 - 2007 school year.

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 allocate funds requested by school staff.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

N/A

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

EESAC plays an active role in the benchmarking process.

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$30,000.00
Goal 2: Mathematics	\$30,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$23,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$83,000.00

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