

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Barbara Goleman Senior High School (7751)

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Carlos Artime

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Barbara Goleman Senior High School will serve approximately 4200 students in grades nine (9) through twelve (12) during the 2007-2008 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. Thirteen percent (13%) 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, 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 five career academies (i.e., International Finance and Business, Education, Architectural Drafting, Health Science and Medicine, and Insurance). Additionally, as part of one of the goals of the Small Learning Communities (SLC) grant, ninth-grade students have been placed in academic teams. The school also provides students with a wide-range of extracurricular activities, including 25 athletic teams and more than 50 interest clubs, service organizations, and honor societies.

For the 2007-2008 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 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will maintain their writing skills as evidenced by 90% of the students scoring 3.5 or higher on the 2008 administration of the FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students will improve their science scores as evidenced by 54% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Science Test.

Given the school-wide emphasis on parental involvement and in accordance with the Florida State Education Goals, Barbara Goleman Senior High School will demonstrate a 5% increase in the number of school-related activities to which parents are invited during the 2007-2008 school year as evidenced by comparing the sign-in logs maintained at the school for the 2006-2007 and 2007-2008 school years.

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



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Given an emphasis on the use of technology in education, 100% of instructional staff members will receive training on the use of the District's Electronic Grade Book by the end of the school year 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 gold and silver 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 5% increase in enrollment from the 2006-2007 school year to the 2007-2008 school year.

Barbara Goleman Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication by at least one percentage point 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 to 65% as evidenced by the 2008 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 2007-2008 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.

7751 - 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 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 24 portables.

The school is wired for Internet and Intranet access. There are four business computer labs, one general lab, a lab for the Special Education Department (SPED), and a lab for the English for Speakers of Other Languages (ESOL) department. 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. The school has recently partnered with Ibiley Uniforms in a venture entitled Partnership to Advance School Success. This is an initiative of the Council for Educational Change. Its mission is to prepare and empower school-based leaders and to unite business entities and educators to achieve excellence in public education.

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 4200 students in grades nine (9) through twelve (12). Of these, 553 are English Language Learners (ELL), 330 are in gifted courses, and 417 represent various exceptionalities in the Special Education (SPED) 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 average class size as of September 7, 2007, is 24.31. [The average class size for the 2006-2007 school year was 23.26.] The school's average attendance for the 2006-2007 school year was 93.72% as compared to 92.52% during the 2005-2006 academic year. The most recent information available states that the graduation rate was 64% as compared to 70% during the previous year.

The Barbara Goleman Senior High School Feeder Pattern consists of several middle schools; at this time, the students primarily come from Jose Marti Middle School, Bob Graham Educational Center, Miami Lakes Middle School, Youth Co-Op Charter School, Palm Springs Middle School, Milam K-8 Center, and Henry H. Filer Middle School.

The school offers students a variety of academic opportunities that allows youngsters to flourish. In addition to the diverse electives students may choose, they may also enroll in numerous advanced courses. The school offers 22 different Advanced Placement courses, almost 50 honors courses, and 13 gifted courses in various curricular areas. Students may also take part in one of the school's five career academies (i.e., International Finance and Business, Education, Architectural Drafting, Health Science and Medicine, and Insurance). Additionally, as part of one of the goals of the Small Learning Communities (SLC) grant, which is part of the Secondary School Reform Initiative, ninth-grade students have been placed in academic teams. Teachers meet bi-weekly to create interdisciplinary lessons and discuss student progress.

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 50 interest clubs, service organizations, and honor societies.

Barbara Goleman Senior High School employs a total of 286 full-time faculty and staff members and approximately 40 part-time staff members. The ethnic composition of the school staff is 56% Hispanic, 27% 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. Faculty members on the school's Leadership Team include the following: Maria Albano, Social Studies Department Chairperson; Suyapa Amador, Student Services Department Co-Chairperson; Michael Cole, Vocational Department Chairperson; KP Coleman, Language Arts Department Co-Chairperson; Madie Crawford, Student Services Department Co-Chairperson; Cheryl Duncan, Career Specialist/SLC Coordinator; John Failoni, Student Activities Director; Ana Gil, Science Department Co-Chairperson; Annette Goldstein, Southern Association of Colleges and Schools (SACS) Chairperson; Nora Greggains, Physical Education Department Chairperson; Berta Guillen, Mathematics Department Co-Chairperson; Raquel Hernandez, Reading Coach; Andrea Hopkins, Special Education Department (SPED) Co-Chairperson; David Labi, Test Chairperson; Julia Mandel, SPED Co-Chairperson; Gretchen Marfisi, Fine Arts Department Chairperson; Vivian Marques, Media Specialist; Carmen Martinet, ESOL/Foreign Languages Department Chairperson; Fredrick Matter, Science Department Co-Chairperson; Linda Ogorek-Cushman, Curriculum Liaison; Mercedes Paigo, Language Arts Department Co-Chairperson; Robert Piero, Athletic Director; Cynthia Prado, Mathematics Department Co-Chairperson; Gloria



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Rodriguez, Business/Cooperative Education Department Chairperson; and Christa Sue Walsh, Reading Coach.

The school is proud of its top-rated programs and teachers. The vocational 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, five 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 other instructional leaders will continue to identify incoming students who need academic reinforcement. Furthermore, the school will provide compensation for teachers who work after school hours to develop curriculum that is aligned with the Sunshine State Standards. Also, with two CRISS (CReating Independence through Student-owned Strategies) trainers on staff, the school will continue to offer CRISS 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 4.3 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 utilizing 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 4.3 on the OPIS, the staff overwhelmingly 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:

With a score of 4.3 on the OPIS, the staff overwhelmingly 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.

Education Design:

Staff members 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 4.1 on the OPIS. The staff also agrees that individuals are aware of the numerous sources where data can be extrapolated and analyzed.

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.

Schools Graded 'C' or Below

Professional Development:

The administrative staff will participate in professional development activities in the area of differentiated instruction. Through regional support, the principal and assistant principals have been exposed to strategies outlined in the book entitled *Leadership for the Differentiating Schools and Classrooms* (italicized) by Carol Ann Tomlinson and Susan Demirsky Allan. Additionally, teachers from various departments have attended workshops and begun to incorporate differentiated instructional strategies. The school's FLARE (Florida Literacy and Reading Excellence) coordinator worked extensively with intensive reading teachers last school year on differentiated instruction. Most of the school's teachers are CRISS (Creating Independence through Student-owned Strategies) trained; many of them assist students in the process of owning selected focused strategies and guide them in using the ones that work best for them.

Disaggregated Data :

Data focusing on student achievement will be collected, analyzed, disaggregated, and shared with classroom teachers and members of the leadership team. Through meaningful dialogue, results from bi-weekly assessments will be discussed and strategies to remediate below-standard performance will be addressed. During this forum, best practices will be discussed and an emphasis on differentiated instruction will take place. Additionally, the results from the 2007 FCAT (in reading, mathematics, and science) have been analyzed to create a school-wide instructional focus calendar. In mathematics, for instance, the FCAT scores reveal strengths and weaknesses on particular strands. This data will guide the professional development sessions that are conducted. The science department plans to utilize the results from the bi-weekly assessments to assess the effectiveness of instruction or to review/re-teach the annually assessed benchmarks.

Informal and Formal Assessments:

Utilizing the FCAT Test Maker program, bi-weekly assessments will be given. Additionally, the District's interim assessments and teacher-generated instruments will be utilized to measure student progress.

Alternative Instructional Delivery Methods :

The school's participation in the Small Learning Communities (SLC) grant has allowed for greater focus on student individual needs and learning styles. The school will utilize the technology-based Reading Plus program as an alternative instructional delivery method; the Jamestown Education series will be utilized as "bell ringer" activities in the intensive reading classes. In mathematics, graphing calculators, directed inquiry learning, and hands-on activities enhance the learning process. The science department is incorporating an increased number of labs and projects with a focus on problem solving. For acceleration and enrichment purposes, students are encouraged to participate in dual enrollment courses with the nearby colleges and universities and to enroll in advanced online courses in various curricular areas.

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction -- In mathematics classes, for example, struggling students work with partners or in groups on meaningful activities that promote communication, problem solving, higher order thinking, and real-world connection of the concepts. Teachers utilize strategies such as CRISS, inquiry-based learning, and hands-on learning with their students. [This principle is also addressed in the section entitled "Schools Graded C or Below."]

Responsibility of Teaching Reading for Every Teacher -- A school-wide focus is given to reading. Classes from each discipline devote thirty minutes per week on sustained silent reading and/or directed reading activities. Through the school's monthly benchmark calendar, teachers from all curricular areas are required to integrate specified reading benchmarks.

Quality Professional Development for Teachers and Leaders -- For the 2007-2008 school year, in-house professional development will address the weaknesses that the data from bi-weekly and interim assessments reveal. Professional development sessions will address all learners. Additionally, trainers will continue to focus on effective ways to integrate the reading benchmarks within the various curricular areas. [This principle is also addressed in the section entitled "Schools Graded C or Below."]

Small Learning Communities -- Through the school's participation in the Small Learning Communities grant, educators have an opportunity to address curriculum, pedagogy, and assessment through a reflective and collaborative process. Teachers who are part of various Critical Friends Groups discuss and implement research-based strategies; additionally, these teachers analyze sample student work and progress determined through ongoing assessment in order to analyze the effectiveness of the teaching practices utilized. [This principle is also addressed in the sections entitled "Executive Summary" and "School Demographics."]

Intensive Intervention in Reading and Mathematics -- Students who scored at an Achievement Level 1 and 2 in reading are enrolled in Intensive Reading or Intensive Reading Plus classes. Students, whose schedules permit, who scored at an Achievement Level 1 in mathematics are enrolled in Intensive Mathematics classes. Language arts/reading and mathematics teachers have identified their Level 1 and Level 2 students; these students will be encouraged to attend the school's tutorial program. Additionally, teachers will closely monitor the progress of these students. [This principle is also addressed in the "Strategies" sections.]

Course Choice Based on Student Goals/Interests/Talent -- During the articulation process each spring, guidance counselors discuss the variety of course offerings with students. Additionally, students are introduced to the school's different career academies. The school hosts a Curriculum Fair, during which all disciplines display their programs for students and their parents. Guidance counselors meet with students during the subject selection process to discuss



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student interests and future goals. Each student is provided with the opportunity to select elective courses that interest him/her.

Master Schedules Based on Student Needs -- Although every attempt is made to accommodate the strengths and interests of the faculty, the master schedule at Barbara Goleman Senior High School is created primarily to address the needs and interests of students. The Curriculum Bulletin, which lists all of the various courses, is available online. Ultimately, the courses which are offered to students (520 this year!) are based on student requests and high school graduation requirements. Courses which do not generate sufficient demand from students are canceled.

Parental Access and Support -- Barbara Goleman Senior High School has a very active parental component of the Educational Excellence School Advisory Council (EESAC). Additionally, the Parent-Teacher-Student Association (PTSA) executive board meets regularly to discuss ways to increase PTSA membership schoolwide. As one of its projects, the PTSA provides a scholarship each year to one senior whose parent is a member of the organization. The school hosts a number of evening events each year to provide valuable information to parents -- both in English and in Spanish. The school's web page provides a myriad of facts relevant to students and parents. Additionally, parents are encouraged to attend conferences with guidance counselors as well as teachers to discuss their children's academic progress. Finally, through the electronic grade book, parents will be able to access their children's grades in each class. [This principle is also addressed in the "Goal Areas: Parental Involvement" section.]

Applied and Integrated Courses -- Within each discipline, application plays a major role in the curriculum. Teachers strive to make learning relevant by helping students make connections to real-life situations. Teachers realize that the integration of the disciplines has a positive impact on the learning process since real-world problems do not take place in isolation.

Academic and Career Planning -- The school's Career Specialist helps students set realistic goals and provides them with a roadmap on how to achieve these goals. The activities (e.g., the Next Step Fair) in which the Career Specialist involves the students helps them connect what they are learning in school with the career or post-secondary education path they have chosen. Students are encouraged to take the Armed Services Vocational Aptitude Battery (ASVAB) test, which provides insight to each student on his/her strengths and possible career choices. The school's CAP (College Assistance Program) Advisor visits classes and meets with juniors and seniors individually to provide assistance regarding college acceptance, financial aid, and scholarship opportunities. Each year the number of Barbara Goleman Senior High School students accepted to prestigious universities has increased steadily.

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Students will demonstrate greater levels of achievement on the reading section of the 2008 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment



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The results of the 2007 FCAT indicate that 32% of students at Barbara Goleman Senior High School met high standards in reading. Additionally, 45% of students made learning gains in reading, and 49% 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, English Language Learners, and Students with Disabilities.

The data reveal that 38% of ninth-grade students and 45% of tenth-grade students scored at an Achievement Level 1.

The data reveal that 31% of ninth-grade students and 29% of tenth-grade students scored at an Achievement Level 2.

Results of the 2007 FCAT Reading Test indicate that ninth-grade students responded correctly to 56% of the questions in the Words/Phrases Cluster, 56% of the questions in the Main Idea/Purpose Cluster, 55% of the questions in the Comparison Cluster, and 44% of the questions in the Reference/Research Cluster.

Results of the 2007 FCAT Reading Test indicate that tenth-grade students responded correctly to 67% of the questions in the Words/Phrases Cluster, 56% of the questions in the Main Idea/Purpose Cluster, 64% of the questions in the Comparison Cluster, and 67% of the questions in the Reference/Research Cluster.

In order to meet the needs of the students, the scope and sequence that is followed in the language arts and reading courses needs to address and reinforce the tested benchmarks prior to the 2008 administration of the FCAT.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL) will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading scores as evidenced by 58% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze results of interim reading assessments to monitor student progress.	Assistant Principal for Curriculum, Test Chairperson, Reading Coaches, Curriculum Liaison, Department Chairpersons	11/5/2007	5/9/2008	Continuous Improvement Model	0
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	9/24/2007	5/2/2008	Academic Enrichment Opportunities	0
Schedule classes into the computer lab to utilize reading software.	Assistant Principal for Curriculum, Technology Specialist, Reading Coaches	10/9/2007	4/25/2008	Academic Enrichment Opportunities	0
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 Coaches, Curriculum Liaison	9/24/2007	5/2/2008	Academic Enrichment Opportunities	30000
Identify students in the Hispanic, Economically Disadvantaged, English Language Learners, 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 Coaches, Curriculum Liaison	9/24/2007	5/2/2008	Academic Enrichment Opportunities	30000
Encourage reading teachers to utilize USA Today in order to provide students with additional opportunities to enhance reading skills.	Assistant Principal for Curriculum, Reading Coaches, Curriculum Liaison, Department Chairpersons	10/9/2007	4/25/2008	District-wide Literacy Plan	1300
Enroll students who scored at FCAT Achievement Level 1 and 2 in an intensive reading course.	Assistant Principal for Curriculum	6/4/2007	5/23/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize District's Pacing Guides to enhance instruction.	Assistant Principal for Curriculum, Department Chairpersons	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Assist teachers in analyzing data regarding performance benchmarks to incorporate into instructional planning.	Principal, Assistant Principal for Curriculum, Reading Coaches, Curriculum Liaison, Department Chairpersons	9/4/2007	5/16/2008	Continuous Improvement Model	0
Focus on achievement by rewarding students who score at a Level 3 or higher on the FCAT Reading Test with appropriate incentives.	Principal, Assistant Principal for Curriculum, Curriculum Liaison	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Create sample reading lessons to be utilized across the curriculum to enhance students' reading skills.	Assistant Principal for Curriculum, Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Prentice Hall Literature Series, Kaplan K-12 Learning Services, Jamestown Education, Comprehensive Research-Based Reading Plan

Professional Development



School Improvement Plan

2007-2008



- * 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 Florida Oral Reading Fluency (FORF) measure.
- * Train teachers in utilizing EDUSOFT to interpret data from various assessments.
- * Work with FLARE (Florida Literacy and Reading Excellence) coordinator to offer professional development to teachers.
- * 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 based on the results of the 2008 FCAT Reading Test (summative assessment) as well as Interim Reading Assessments, bi-weekly assessments, and teacher-generated instruments (formative assessments).

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students will demonstrate greater levels of achievement on the mathematics section of the 2008 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

The results of the 2007 FCAT indicate that 60% of students at Barbara Goleman Senior High School met high standards in mathematics. Additionally, 66% of students made learning gains in mathematics, and 49% of struggling students made a year's worth of progress in mathematics.

The following subgroups did not make adequate yearly progress in the area of mathematics: Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

The data reveal that 23% of ninth-grade students and 15% of tenth-grade students scored at an Achievement Level 1.

The data reveal that 27% of ninth-grade students and 25% of tenth-grade students scored at an Achievement Level 2.

Results of the 2007 FCAT Reading Test indicate that ninth-grade students responded correctly to 50% of the questions in the Number Sense Strand, 43% of the questions in the Measurement Strand, 45% of the questions in the Geometry Strand, 50% of the questions in the Algebraic Thinking Strand, and 50% of the questions in the Data Analysis Strand.

Results of the 2007 FCAT Reading Test indicate that tenth-grade students responded correctly to 45% of the questions in the Number Sense Strand, 40% of the questions in the Measurement Strand, 29% of the questions in the Geometry Strand, 43% of the questions in the Algebraic Thinking Strand, and 36% of the questions in the Data Analysis Strand.

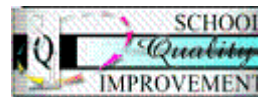
In order to meet the needs of the students, the scope and sequence that is followed in the mathematics courses needs to address and reinforce the tested benchmarks prior to the 2008 administration of the FCAT.

NCLB Subgroup Target

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics scores as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze results of interim mathematics assessments to monitor student progress.	Assistant Principal for Curriculum, Test Chairperson, Curriculum Liaison, Department Chairpersons	11/5/2007	5/9/2008	Continuous Improvement Model	0
Encourage high-achieving English Language Learners to enroll in Bilingual Curriculum Content (BCC) honors courses.	Assistant Principal for Curriculum, Guidance Counselors, Mathematics Teachers	8/20/2007	5/30/2007	Advanced Academics	0
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	9/24/2007	5/2/2007	Academic Enrichment Opportunities	0
Schedule classes into the computer lab to utilize mathematics software.	Assistant Principal for Curriculum, Technology Specialist	10/9/2007	4/25/2008	Academic Enrichment Opportunities	0
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	8/20/2007	8/20/2007	Other/ Not Applicable	0
Identify students in the Hispanic, Economically Disadvantaged, English Language Learners, 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	9/24/2007	5/2/2008	Academic Enrichment Opportunities	30000
Identify students who scored below grade level in mathematics and provide them with after-school tutorial programs four days a week which emphasize mathematical skills and are evaluated by pre and post tests.	Principal, Designated Assistant Principal	9/24/2007	5/2/2008	Academic Enrichment Opportunities	30000
Utilize District's Pacing Guides to enhance instruction.	Assistant Principal for Curriculum, Department Chairpersons	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Assist teachers in analyzing data regarding performance benchmarks to incorporate into instructional planning.	Assistant Principals, Curriculum Liaison, Department Chairpersons	9/4/2007	5/16/2008	Continuous Improvement Model	0
Focus on achievement by rewarding students who score at a Level 3 or higher on the FCAT Mathematics Test with appropriate incentives.	Principal, Assistant Principal for Curriculum, Curriculum Liaison	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Create sample lessons to be utilized across the curriculum to enhance students' mathematical skills.	Curriculum Liaison	8/20/2007	6/5/2008	Education Innovation	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Glencoe Mathematics Series

Professional Development



School Improvement Plan

2007-2008



- * 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 based on the results of the 2008 FCAT Mathematics Test (summative assessment) as well as Interim Mathematics Assessments, bi-weekly assessments, and teacher-generated instrument (formative assessments).

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Students will demonstrate greater levels of achievement on the writing section of the 2008 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

The results of the 2007 FCAT indicate that 90% of tenth-grade students at Barbara Goleman Senior High School met high standards in writing.

The results of the 2007 FCAT indicate that students achieved a mean score of 4.0 on the FCAT Writing + Test.

The results of the 2007 FCAT (including all curriculum groups) indicate that 1% of the students scored a 1.0, 1% of the students scored a 1.5, 2% of the students scored a 2.0, 3% of the students scored a 2.5, and 9% of the students scored a 3.0 on the FCAT Writing + Test.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will maintain their writing skills as evidenced by 90% of the students scoring 3.5 or higher on the 2008 administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	6/4/2007	5/23/2008	Education Innovation	0
Require evidence of student writing in a variety of curricular areas to demonstrate to students the importance and relevance of writing.	Assistant Principals	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
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	9/24/2007	5/2/2008	Other/ Not Applicable	30000
Encourage teachers and counselors to participate in the feeder pattern articulation team to discuss effective strategies for enhancing student learning.	Principal, Assistant Principals	10/15/2007	5/2/2008	Seamless PreK-12 Curriculum	0
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	9/4/2007	4/25/2008	Other/ Not Applicable	0
Develop writing prompts for teachers to use across the curriculum with their students.	Assistant Principal for Curriculum, Curriculum Liaison, Department Chairpersons	10/15/2007	5/23/2008	Other/ Not Applicable	0
Provide practice for ninth and tenth-grade students on the grammatical material covered on the Florida Writing + Test.	Language Arts Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

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 + 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 based on the results of the 2008 FCAT Writing + Test (summative assessment) as well as writing pre tests, progress tests, and post tests (formative assessments).

Science Goal

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

Florida Education Priorities

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

Science Statement

Students will demonstrate greater levels of achievement on the science section of the 2008 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

The results of the 2007 FCAT indicate that 29% of students at Barbara Goleman Senior High School met high standards in science.

Results of the 2007 FCAT Science Test indicate that eleventh-grade students responded correctly to 38% of the questions in the Physical and Chemical Science Cluster, 50% of the questions in the Earth and Space Science Cluster, 42% of the questions in the Life and Environmental Science Cluster, and 40% of the questions in the Scientific Thinking Cluster.

In order to meet the needs of the students, the scope and sequence that is followed in the physical science and chemistry courses needs to address and reinforce the tested benchmarks prior to the 2008 administration of the FCAT.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science scores as evidenced by 54% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage high-achieving ELL students to enroll in Bilingual Curriculum Content (BCC) honors courses.	Assistant Principal for Curriculum, Guidance Counselors, Science Teachers	8/20/2007	5/23/2008	Advanced Academics	0
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	9/24/2007	5/2/2008	Academic Enrichment Opportunities	0
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	8/20/2007	5/23/2008	Other/ Not Applicable	0
Enroll eleventh-grade students who have already met their graduation requirement in the area of science in advanced science courses to enhance science content knowledge.	Assistant Principal for Curriculum, Science Teachers, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	5/23/2008	Other/ Not Applicable	10000
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	9/24/2007	5/2/2008	Other/ Not Applicable	7000
Encourage science teachers to conduct at least one hands-on activity each week to assist kinesthetic learners.	Designated Assistant Principal, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Utilize District's Pacing Guides to enhance instruction.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District's "Lesson Plans with Annually Assessed Benchmarks" and "Essential Labs" in all eleventh-grade science courses to direct instruction.	Assistant Principal for Curriculum, Department Chairpersons	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Focus on achievement by rewarding students who score at a Level 3 or higher on the FCAT Science Test with appropriate incentives.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Prentice Hall Science Series, Addison Wesley, Scott Foresman Series

Professional Development



School Improvement Plan

2007-2008



- * 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 based on the results of the 2008 FCAT Science Test (summative assessment) as well as bi-weekly assessments and teacher-generated instruments (formative assessments).

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement 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 decreased from fifteen during the 2005-2006 school year to thirteen during the 2006-2007 school year, a decrease of 13%. In years past, the school had steadily increased the number of events held for parents (from nine in 2003-2004 to twelve in 2004-2005 to fifteen in 2005-2006). During the 2007-2008 school year, the staff of Barbara Goleman Senior High School plans to utilize creative measures to increase parental involvement.

Measurable Objective

Given the school-wide emphasis on parental involvement and in accordance with the Florida State Education Goals, Barbara Goleman Senior High School will demonstrate a 5% increase in the number of school-related activities to which parents are invited during the 2007-2008 school year as evidenced by comparing the sign-in logs maintained at the school for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/15/2007	8/15/2007	Exchange Meaningful Information	0
Publicize and encourage attendance at classes offered by the District's Parent Academy.	Principal, Assistant Principal for Curriculum, PTSA Officers	8/15/2007	6/5/2008	Exchange Meaningful Information	0
Hold a resource fair for parents and students.	Principal, Assistant Principal for Curriculum, Student Activities Director	9/19/2007	9/19/2007	Exchange Meaningful Information	250
Host a Mathematics and Science Family Night.	Principal, Assistant Principal for Curriculum, Department Chairpersons	12/5/2007	12/5/2007	Exchange Meaningful Information	500
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	1/30/2008	1/30/2008	Exchange Meaningful Information	1000
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	8/20/2007	6/5/2008	Improve Public Perception	0
Utilize the marquee and the automated telephone system to advertise upcoming tests and other important events for students and parents.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

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.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

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

Needs Assessment

According to the District School Profiles from the 2005-2006 school year, 181 students from Barbara Goleman Senior High School were assigned to outdoor suspension.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize peer mediation to resolve conflicts between students.	Assistant Principals, Guidance Counselors, TRUST Counselor	8/20/2007	6/5/2008	Education Innovation	0
Review the Code of Student Conduct with students in social studies classes.	Principal, Assistant Principals, Department Chairperson, Social Studies Teachers	8/20/2007	9/21/2007	Exchange Meaningful Information	0
Review the Code of Student Conduct with students who have been assigned to indoor suspension.	Principal, Assistant Principals, Center for Special Instruction (CSI) Teacher	8/20/2007	5/16/2008	Exchange Meaningful Information	0
Provide students with group counseling on various topics related to discipline.	Assistant Principals, Guidance Counselors	8/21/2007	5/16/2008	Student Wellness	0
Implement alternatives to outdoor suspensions.	Principal, Assistant Principals, SCSI Teacher	9/4/2007	5/16/2008	Alternative Education	1800

Research-Based Programs

n/a

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.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

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

Needs Assessment

According to records maintained at the school, some teachers from the school have received training on the use of the District's Electronic Grade Book. However, since the District-wide implementation of the Electronic Grade Book has been in effect, teachers are encountering some glitches with the program; additionally, numerous questions have arisen as a result of the school-wide use of the Internet-based program.

Measurable Objective

Given an emphasis on the use of technology in education, 100% of instructional staff members will receive training on the use of the District's Electronic Grade Book by the end of the school year as evidenced by departmentalized training logs maintained at the school.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an area in the media center for teachers to utilize computers in order to use the District's Electronic Grade Book.	Designated Assistant Principal, Media Specialists	8/20/2007	6/6/2008	Education Innovation	0
Provide training to teachers on the use of the District's Electronic Grade Book.	Computer Specialists, Grade Book Managers	8/23/2007	4/18/2008	Education Innovation	0
Encourage members of the school's technology committee to assist colleagues with the use of the District's Electronic Grade Book.	Designated Assistant Principal	8/20/2007	6/5/2008	Education Innovation	0
Create a manual for teachers regarding the Electronic Grade Book.	Designated Assistant Principal, Grade Book Managers	8/20/2007	10/22/2007	Education Innovation	0

Research-Based Programs

n/a

Professional Development

* Provide each of the school's eleven departments (i.e., Language Arts, Mathematics, Science, Social Studies, ESOL, ESE, Foreign Language, Fine Arts, Vocational/Technical, Business, and Physical Education/Health) with additional training on the use of the District's Electronic Grade Book.

Evaluation

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

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness 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 Testing Senior High School Report Form provided by the school to the District for the 2006-2007 school year, 43% of the 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 gold and silver award recipients as measured by the previous year's percent of award winners on the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/23/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Designated Assistant Principal, Department Chairperson	8/20/2007	6/5/2008	Student Wellness	0
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	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Administer a pre test to determine baseline measures.	Designated Assistant Principal, Department Chairperson	8/20/2007	10/19/2007	Student Wellness	0
Encourage students to participate in interscholastic athletic events.	Designated Assistant Principal, Department Chairperson, Athletic Director, Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0

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 2007-2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

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

Needs Assessment

During the 2006-2007 school year, the following number of students were enrolled in Advanced Placement foreign language courses:

- * Spanish Language -- 41
- * Spanish Literature -- 20
- * 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 5% increase in enrollment from the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase course offerings of Advanced Placement foreign language courses.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Advanced Academics	0
Visit students in advanced courses to promote Advanced Placement foreign language courses.	Designated Assistant Principal, Fine Arts Teachers	9/12/2007	1/11/2008	Advanced Academics	0
Meet with counselors regarding requirements and benefits of Advanced Placement courses.	Designated Assistant Principal, Department Chairperson	8/20/2007	6/6/2008	Advanced Academics	0
Host a Curriculum Fair, highlighting information regarding Advanced Placement foreign language requirements.	Principal, Assistant Principal for Curriculum, Department Chairperson	1/16/2008	1/16/2008	Advanced Academics	300
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	9/24/2007	6/5/2008	Advanced Academics	0
Host an AP Family Night, in which faculty members and students share benefits of AP courses with potential AP students and their parents.	Assistant Principal for Curriculum	11/5/2007	11/5/2007	Advanced Academics	300
Utilize AP Potential to identify students who, based on their PSAT scores, would be likely to succeed in AP foreign language courses.	Assistant Principal for Curriculum, Test Chairperson	1/7/2008	5/2/2008	Advanced Academics	0

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, French Literature) during the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Barbara Goleman Senior High School will rank above the 89th 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 2004-2005 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 Return on Investment (ROI) index publication by at least one percentage point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Leadership Team	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Leadership Team	8/20/2007	6/5/2008	Business Process Redesign	0
Research shared use of facilities, partnering with community agencies.	Leadership Team	8/20/2007	6/5/2008	Business Process Redesign	0
Review configuration on the utilization of a broader resource base (e.g., private foundations, volunteer networks).	Leadership Team	8/20/2007	6/5/2008	Business Process Redesign	0

Research-Based Programs

n/a

Professional Development

- * Attend budget workshops for administrators.
- * Attend inservices for Regional Center I administrators.

Evaluation

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

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Graduation (High Schools Only) Statement

Barbara Goleman Senior High School will demonstrate an increase in its graduation rate for the 2007-2008 school year.

Needs Assessment

The 2007 Adequate Yearly Progress (AYP) Report indicates that the graduation rate for Barbara Goleman Senior High School was 64% in 2006. This figure reflects a drop from 70% in 2005.

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 to 65% as evidenced by the 2008 Adequate Yearly Progress (AYP) Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	9/17/2007	5/2/2008	Secondary School Reform	0
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	8/20/2007	6/5/2008	Secondary School Reform	0
Address at-risk students through the Standards-Based Student Career Development Program.	Assistant Principal for Curriculum, Student Services Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Refer students who are struggling academically to their respective counselors.	Assistant Principals, Teachers, Coaches, Club Sponsors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain weekly progress reports for struggling students.	Assistant Principals, Teachers, Guidance Counselors	8/20/2007	6/5/2008	Student Wellness	0
Enroll twelfth-grade students who have not yet passed the FCAT in intensive language arts, reading, and/or mathematics courses.	Assistant Principal for Curriculum, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Meet with low-performing students and their parents/guardians to discuss effective ways to enhance their academic performance.	Assistant Principals, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Select at-risk students to participate in the Highways to Success incentive program.	Designated Assistant Principal	8/20/2007	6/5/2008	Alternative Education	0

Research-Based Programs

n/a

Professional Development

* Encourage guidance counselors to share "best practices" in regards to 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 2008 Adequate Yearly Progress (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 utilized funds to improve academic performance by offering tutorial programs and purchasing resources which focus on the reinforcement of Sunshine State Standards. Additionally, because high academic performance is linked to good attendance, the EESAC dedicated some of its resources to offer students attendance incentives.

Training:

The EESAC recommended that teachers engage in professional development opportunities that assists them in delivering effective instruction. Having already made great strides in this area, the EESAC continued to allocate funds for additional teachers to receive Project CRISS (CReating Independence through Student-owned Strategies) training during the 2006-2007 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 were discussed.

Staffing:

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

Student Support Services:

Through the cooperative working relationship that exists between the EESAC and the student services department, students' needs and parental concerns were addressed.

Other Matters of Resource Allocation:

The EESAC explored ways to allocate resources that 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 allocated resources to meet these objectives and strategies.



School Improvement Plan 2007-2008



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.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	62300
Mathematics	61000
Writing	30000
Science	20000
Parental Involvement	1750
Discipline & Safety	1800
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	600
Return On Investment	0
Graduation (High Schools Only)	0
Total	177450



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent