

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BARBARA GOLEMAN SENIOR HIGH

District Name: Dade

Principal: Mr. Carlos Artime

SAC Chair: Ms. Monefe Young

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-02-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
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VISION and MISSION STATEMENTS

Vision

Barbara Goleman Senior High 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 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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Facility/Community

Barbara Goleman Senior High, 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 twenty-four portables, serving students in grades nine through 12.

The school is wired for Internet and Intranet access. There are four business computer labs, one general lab, a lab for the Students With Disabilities (SWD), a lab for the English for Speakers of Other Languages (English Language Learners (ELL)) department, and a lab for the Science 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 excellent facility for a multitude of sporting events. The school's dining facilities provides 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 a partnership 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 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.

Unique School Strengths for Next Year

On the 2009 administration of the FCAT, Barbara Goleman Senior High, saw an increase of students scoring at level 3 and above a total of 21 percentage points in reading and 18 percentage points in mathematics. Even with the loss of approximately 100 faculty members over the last two years, Goleman is the only traditional senior high school in the District to have met the requirements for Adequate Yearly Progress (AYP). Both the students and staff have a sense of pride and a

confidence that the programs put into place are having a positive impact on student achievement, and will continue to improve in the following years. Barbara Goleman was recognized by the College Board for our Advanced Placement Art History scores. Goleman also saw an improvement in its student attendance, and a decrease in student suspensions.

Unique School Weaknesses for Next Year

Due to a new senior high school opening, Barbara Goleman has seen a decrease in student enrollment. Over the previous two years Goleman has seen its enrollment cut in half, and as a result has had to surplus many positions (approximately 100), including many excellent beginning teachers that have joined the faculty within the last few years. Loss of funding may jeopardize our alternative to suspension (Saturday School) as well as part of our tutorial program. Results from the 2008-2009 FCAT Exam indicate that 57% of 9th and 10% grade students are performing below grade level expectations in Reading and 29% of 9th and 10th grade students are performing below grade level expectations in Mathematics. This past year Barbara Goleman housed the 10th graders (approximately 600 students) from Hialeah Gardens Senior High while their school was being constructed.

Student Demographics

Barbara Goleman Senior High School, a first year Title I school, serves approximately 2992 students in grades nine (9) through twelve (12). Of these 317 are English Language Learners (ELL), 260 are in gifted courses, and 312 represent various exceptionalities in the Special Education (SPED) Program. Ethnically, the student body is comprised of approximately 90.2% Hispanic, 5.6% White, 2.6% Black, and 1.5% Asian/Indian/Multi-Racial. Approximately 50% of the students receive free or reduced lunch.

The Barbara Goleman Senior High Feeder Pattern consists of Bob Graham Education Center, Jose Marti Middle School, Ernest R. Graham Elementary School, and Hialeah Gardens Elementary School. At this time, our students primarily come from Bob Graham Educational Center and Jose Marti Middle School. We also receive students from Miami Lakes Middle School, Youth Co-Op Charter School, Palm Springs Middle School, M.A. Milam K-8 Center, and Henry Filer Middle School.

The school offers students a variety of academic opportunities that allows youngsters to flourish. In addition to 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.

Student Attendance Rates

Barbara Goleman Senior High's attendance rate saw an overall increase for the 2008-2009 school year averaging 93.84% as compared to the 93.63% for the 2007 – 2008 school year. The District attendance rate was 95.51% for the 2008 2009 school year. The attendance of the schools in the Barbara Goleman Feeder Pattern was 95.43% for the 2008 – 2009 school year, 95.65% for the 2007-2008 school year, and 95.26% for the 2006-2007 school year. Barbara Goleman has seen an overall increase in student attendance from 92.86% in the 2006 – 2007 school year to our current percentage.

Student Mobility

The mobility rate of the school is 22%, as compared to 27% for the district. This had no significant fiscal impact.

Student Suspension Rates

In the 2008 – 2009 school year Barbara Goleman Senior High had the number of in-school suspensions decrease from 193 outdoor suspensions and 447 indoor suspensions in the 2007 – 2008 school year. In the 2006 – 2007 school year BGHS had 233 outdoor suspensions and 470 indoor suspensions. Our alternatives to suspension programs (administrative detentions, Saturday School, loss of school activities) are having a positive impact on our students.

Student Retention Rates

Barbara Goleman Senior High has seen a decrease in our student retention rate from 8.3 % in the 2006 – 2007 school year to 8.1% in the 2007 – 2008 school year. Students have the opportunity to recover credits via adult education, and on-line through the Florida Virtual Network.

Class Size

A point has been made to reduce class size in all subject areas and across grade levels to reduce behavioral problems and increase student achievement. The average class size at Barbara Goleman Senior High school was 23.35 students per class in the 2008 – 2009 school year across all grade levels and subject areas as compared to 24.39 students per class in the 2007 – 2008 school year.

Barbara Goleman Senior High School offers tutoring to ELL students through the Home Language Assistance Program (HLAP). Tutoring for ELL students is offered in the areas of mathematics, reading, and social studies. This tutoring service is provided Mondays through Thursday from 6:30 am – 7:15 am.

Pull-out tutorials for students identified as needing assistance are scheduled. Secondly, the school has a traditional and inclusion model of instruction to meet the needs of our SPED students.

An effort is made to pair our highly qualified instructors with our students with the greatest need.

Academic Performance of Feeder Pattern

The schools in Barbara Goleman's Feeder Pattern have performed very well. Bob Graham Education Center received an "A" grade and is making progress on meeting AYP as the school is at 95%. Hialeah Gardens Elementary is also an "A" school, and they have met AYP as of the 2008 – 2009 school year. Ernest R Graham Elementary is an "A" school and their AYP status is 97%. Jose Marti Middle School's grade improved from a "C" to a "B" for the 2007 – 2008 school year. The school is at 77% AYP. The schools in the Barbara Goleman Feeder Pattern have developed a very good working relationship through regular feeder pattern articulation meetings in which administrators and teachers can share information about programs offered with their schools, and all schools can prepare their students for what is expected at the next level.

Partnerships and Grants

Small Learning Communities

As 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.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Barbara Goleman Senior High School collaborates with district programs and services, community agencies, and the business community in order to integrate educational services to all students. The collaboration includes: Head Start, Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected or Delinquent Programs, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTA/PTSA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an ongoing basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
		Bachelor of Arts – History, Barry University; Master of Science –			Principal of Barbara Goleman in 2008 – 2009: Grade C: Reading Mastery 9th Grade 48%, 10th Grade 37%; Mathematics Mastery 9th Grade 71%, 10th Grade 71%, Science 26%. School Made AYP. 2007 – 2008: Grade C, Reading Mastery 9th Grade 35%, 10th Grade 29%; Mathematics Mastery 9th Grade 58%, 10th Grade 65%, Science 27%. AYP: 72% Only Hispanic subgroup made AYP in Mathematics. 2006 – 2007: Grade D, Reading Mastery 9th Grade 31%, 10th Grade 26%; Mathematics Mastery 9th Grade 50%, 10th Grade 60%, Science

Principal	Carlos Artime	Educational Leadership, Nova Southeastern University; Principal Certification – State of Florida	4	10	25%. AYP: 64% No subgroup made AYP in Mathematics or Reading. 2005 – 2006: Grade C, Reading Mastery 9th Grade 33%, 10th Grade 26%; Mathematics Mastery 9th Grade 51%, 10th Grade 59%, Science 23%. AYP: 72% Only Economically Disadvantaged subgroup made AYP in Mathematics. Principal of Henry H. Filer Middle School in 2004 – 2005 Grade C, Reading Mastery 6th Grade 32%, 7th Grade 30%, 8th Grade 23%; Mathematics Mastery 6th Grade 34%, 7th Grade 43%, 8th Grade 52%; AYP: 77% Only Hispanic and Economically Disadvantaged subgroups made AYP in Mathematics.
Assis Principal	Lee Krueger	Bachelor of Arts – Chemistry, Florida International University; Masters of Science – Science Education, Florida State University; Educational Leadership Certificate, State of Florida	12	5	Assistant Principal of Barbara Goleman: 2008 – 2009: Grade C: Reading Mastery 9th Grade 48%, 10th Grade 37%; Mathematics Mastery 9th Grade 71%, 10th Grade 71%, Science 26%. School Made AYP. 2007 – 2008: Grade C, Reading Mastery 9th Grade 35%, 10th Grade 29%; Mathematics Mastery 9th Grade 58%, 10th Grade 65%, Science 27%. AYP: 72% Only Hispanic subgroup made AYP in Mathematics. 2006 – 2007: Grade D, Reading Mastery 9th Grade 31%, 10th Grade 26%; Mathematics Mastery 9th Grade 50%, 10th Grade 60%, Science 25%. AYP: 64% No subgroup made AYP in Mathematics or Reading. 2005 – 2006: Grade C, Reading Mastery 9th Grade 33%, 10th Grade 26%; Mathematics Mastery 9th Grade 51%, 10th Grade 59%, Science 23%. AYP: 67% Only Economically Disadvantaged subgroup made AYP in Mathematics. 2004 – 2005: Grade C, Reading Mastery 9th Grade 26%, 10th Grade 25%; Mathematics Mastery 9th Grade 54%, 10th Grade 59%, Science NA. AYP: 77% Only Hispanic and Economically Disadvantaged subgroups made AYP in Mathematics.
Assis Principal	David Ladd	Bachelor of Science – Music Education, Florida Agricultural and Mechanical University; Masters of Science – Educational Leadership, Nova Southeastern University; Educational Leadership Certificate, State of Florida	2	2	Assistant Principal of Barbara Goleman: 2008 – 2009: Grade C: Reading Mastery 9th Grade 48%, 10th Grade 37%; Mathematics Mastery 9th Grade 71%, 10th Grade 71%, Science 26%. School made AYP. 2007 – 2008: Grade C, Reading Mastery 9th Grade 35%, 10th Grade 29%; Mathematics Mastery 9th Grade 58%, 10th Grade 65%, Science 27%. AYP: 72% Only Hispanic subgroup made AYP in Mathematics Teacher at Jose Marti Middle School 2006 – 2007 Grade C, Reading Mastery 6th Grade 47%, 7th Grade 46%, 8th Grade 28%; Mathematics Mastery 6th Grade 33%, 7th Grade 40%, 8th Grade 42%; AYP: 85% Hispanic, Economically Disadvantaged, and ELL subgroups made AYP in Mathematics. 2005 – 2006 Grade A, Reading Mastery 6th Grade 57%, 7th Grade 48%, 8th Grade 32%; Mathematics Mastery 6th Grade 39%, 7th Grade 39%, 8th Grade 51%; AYP: 82% Hispanic and Economically Disadvantaged subgroups made AYP in Reading. 2004 – 2005 Grade C, Reading Mastery 6th Grade 35%, 7th Grade 34%, 8th Grade 30%; Mathematics Mastery 6th Grade 23%, 7th Grade 35%, 8th Grade 47%; AYP: 67% No subgroup made AYP in Mathematics or Reading.
					Assistant Principal of Barbara Goleman: 2008 – 2009: Grade C: Reading Mastery 9th Grade 48%, 10th Grade 37%; Mathematics Mastery 9th Grade 71%, 10th Grade 71%, Science 26%. School made AYP. 2007 – 2008:

Assis Principal	Gisela Rodriguez	Bachelor of Arts – Elementary Education, St. Thomas University; Masters of Science – Guidance and Counseling, St. Thomas University; Educational Specialist – Educational Leadership, Nova Southeastern University; Educational Leadership Certificate, State of Florida	3	5	Grade C, Reading Mastery 9th Grade 35%, 10th Grade 29%; Mathematics Mastery 9th Grade 58%, 10th Grade 65%, Science 27%. AYP: 72% Only Hispanic subgroup made AYP in Mathematics. 2006 – 2007: Grade D, Reading Mastery 9th Grade 31%, 10th Grade 26%; Mathematics Mastery 9th Grade 50%, 10th Grade 60%, Science 25%. AYP: 64% No subgroup made AYP in Mathematics or Reading. 2005 – 2006: Assistant Principal of Lake Stevens Middle School Grade B, Reading Mastery 6th Grade 38%, 7th Grade 45%, 8th Grade 30%; Mathematics Mastery 6th Grade 35%, 7th Grade 52%, 8th Grade 54%; AYP: 87% Black, Hispanic and Economically Disadvantaged subgroups made AYP in Reading, and Black and Hispanic subgroups made AYP in Mathematics. 2004 – 2005: Assistant Principal of Henry H. Filer Middle School Grade C, Reading Mastery 9th Grade 33%, 10th Grade 26%; Mathematics Mastery 9th Grade 51%, 10th Grade 59%, Science 23%. AYP: 77% Only Hispanic and Economically Disadvantaged subgroups made AYP in Mathematics.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Christa Sue Walsh	Bachelor of Science – Florida International University; English 6-12 and Reading 6-12.	13	3	2008 – 2009: Grade C; Reading Mastery 9th Grade 48%, 10th Grade 37%; Mathematics Mastery 9th Grade 71%, 10th Grade 71%, Science 26%. School made AYP. 2007 – 2008: Grade C, Reading Mastery 9th Grade 35%, 10th Grade 29%; Mathematics Mastery 9th Grade 58%, 10th Grade 65%, Science 27%. AYP: 72% Only Hispanic subgroup made AYP in Mathematics. 2006 – 2007: Grade D, Reading Mastery 9th Grade 31%, 10th Grade 26%; Mathematics Mastery 9th Grade 50%, 10th Grade 60%, Science 25%. AYP: 64% No subgroup made AYP in Mathematics or Reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal	Principal	On-going	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3. Soliciting referral from current employees	Principal	N/A	Referral box in main office, and announcements made at faculty meetings throughout the school year
4. Offer teachers leadership opportunities	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Galarce, David	Physical Ed.; Ex. Student Education	ESE – Severly Emot. Dist.	Mr. Galarce is partnered with Ms. Oken, a Highly Qualified Mentor, who has been teaching for 29 years. Ms. Oken is assisting Mr. Galarce in preparing for the certification test.
Romero, Jessica	Social Science	Social Studies Sr. High	Ms. Romero is partnered with Mr. Wilde, a Highly Qualified Mentor, who has been teaching for 23 years. Mr. Wilde is assisting Ms. Romero in

			preparing for the certification test.
Rubenstein, Todd	Varying Ex.: Ed. Leadership	ESE Varying Ex.	Mr. Rubenstein is partnered with Mr. Mooney, a Highly Qualified Mentor, who has been teaching for 15 years. Mr. Mooney is assisting Mr. Rubenstein in preparing for the certification test.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
122	0	3.28	44.34	53.28	43.44	92.13	13.11	3.28	13.93

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Barbara Goleman Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the homeless trust-a community organization.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Barbara Goleman Senior High students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

By promoting Career pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent

Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction. Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial program
- Parent outreach activities
- Behavioral/mental counseling services
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- ELL student participation in the citizenship mentoring/accluturation program provided by the Close UP for New Americans Program
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for the selected schools to be used by ELL and immigrant students

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consists of faculty and administrators from across the disciplines. Faculty and staff were invited to participate in the Team at the beginning of the school year. The Team consists of Language Arts, Reading, Social Studies, Mathematics, Academy, and Elective instructors.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Foreign Language/ English Language Learners, Language Arts/ Reading, Mathematics, Media Department, Science, Special Education, Social Studies, Student Services, and Fine Arts/Physical Education/Vocational Education Department Chairpersons): Provide information about core instruction, participate in student data collection and data chats, deliver instruction/ intervention, collaborate with other staff to implement interventions, and integrate materials/ instruction.

Special Education Department Chairperson and Teachers: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Reading Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and

implementation monitoring.

Student Services Personnel (Academic and Trust Counselors): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to motivate the teachers, and students to pursue, achieve and maintain student achievement?

The school-based RtI Leadership Team functions as a Professional Learning Community and steering committee. The team directs and guides school policy by meeting biweekly to discuss ways of implementing policy throughout the school curriculum, taking into account student needs and interdisciplinary considerations.

The RtI Leadership team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

RtI Implementation

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment – District Timeline
- Interim assessments – Fall and Winter
- State/Local Mathematics and Science assessments – State/District Timelines
- FCAT – October (retakes) and March
- Student grades - Quarterly
- School site specific assessments – Bi-Weekly and Tri-Weekly assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and

3. providing a network of ongoing support for RTI organized through feeder patterns.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Students in 9th grades are performing at or above district averages in Reading (Words and Phrases 67%, Main Idea and Purpose 74%, Comparisons 75%, and Reference and Research 56%) and Mathematics (Number Sense 50%, Measurement 57%, Geometry 64%, Algebraic Thinking 60%, and Data Analysis 63%). Students in 10th grades are performing at or above district averages in Reading (Words and Phrases 67%, Main Idea and Purpose 65%, Comparisons 63%, and Reference and Research 58%) and Mathematics (Number Sense 64%, Measurement 60%, Geometry 43%, Algebraic Thinking 57%, and Data Analysis 45%). The number of students meeting standards in both Reading and Mathematics has increased the past two years.

Weaknesses: Students meeting standards in writing (3.5 or higher) dropped 3 percentage points from 78% to 76%, and students meeting standards in science dropped 1 percentage point from 27% to 26%.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars will be created in July, 2009 as determined by the disaggregated data results from the FCAT. They will be updated throughout the year to modify and drive instruction based on the Baseline and other data from progress monitoring assessments. The Instructional Focus Calendars are created as determined by the disaggregated data results from the Baseline Assessments including FCAT assessments. They will be updated throughout the year to modify and drive instruction based on data from progress monitoring assessments. Teachers will be responsible to align their IFC's to state benchmarks and content standards; identify and provide additional support through differentiated instruction for weakest benchmarks as per FCAT content clusters. The duration of instruction for the IFC's was determined by the amount of time allotted within the school year to include students being exposed to all benchmarks prior to FCAT Testing. The IFC's were developed to allocate extended instruction in the content cluster that were deficient according to the 2009 FCAT test. On-going progress monitoring will also provide data to include differentiated instruction within the IFC's to re-teach weak benchmarks. Administration will ensure that the IFC's are being utilized efficiently by conducting classroom visitations, attending monthly departmental meetings, and monitoring data. The department chairs and the reading coach will also be assigned to assist teachers who are demonstrating signs of struggling with IFC implementation. Collaboration with mentors, coach, and instructional leaders will serve to improve the implementation of the IFC's for struggling teachers. Opportunities for participation in professional development and for classroom observation of effective teachers will be a resource of reinforcement for implementation of the IFC's for struggling teachers. The subject area department chairperson will provide additional assistance to the teacher. The teacher will utilize the support of colleagues during weekly department/academy meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference and Research was the least proficient strand in 9th and 10 grade and will be given priority focus.
Writing: Organization was the least proficient strand and will be given priority focus.
Mathematics: Number Sense in 9th grade and Geometry in 10th grade were the least proficient strands and will be given priority focus.
Science: Life and Environmental science was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the school leadership team met to determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. Department Chairpersons had input in the process to ensure stakeholder input.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Instructional or programmatic initiatives focus on ensuring that the content relates to students' everyday experiences. Every year, after FCAT and during the articulation process the feeder pattern affords students through a cooperative Curriculum Fair an opportunity to see the curricular course offerings across grade levels.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Every year, students and parents participate in a course selection fair that exposes them to next year's curriculum and provide them with information about their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Final course selection is sent home for parent's signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers will collaborate to determine if the focus calendars are being implemented and to modify (if needed) as determined by on-going assessments. Lesson plans will include implementation of differentiated instruction and semester project based learning assignments. Teachers will meet for data chats and for mini-professional developments on reading strategies to infuse into their content areas. Teachers will meet in their respective departments to share best practices and resources when implementing the School Improvement Plan.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the department chair and the teachers leading each subject area group for each subject area based on a review of previous assessments where students were struggling. The focus lessons selected by the instructors are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Focus lessons will be taught at the beginning of the class, by the coach or the teacher leading the subject area group.

How will instructional focus lessons be revised and monitored?

Lessons will be revised and re-taught based on student need as determined by weekly class work assignments and assessments. Teachers, administrators and coach will be involved in data chats for the monitoring of assessments. This will also determine if any of the instructional focus lessons need to be revised.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Bi-weekly (mathematics and science) and tri-weekly assessments based on the focus lessons will be administered. The assessments are short (between 5 and 10 questions) and the results are review with students.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark. An analysis of the percent of students scoring above 80% will determine additional time needed on benchmark to reinforce the skill. Teachers will differentiate their instruction in content, or procedure to re-teach students that scored less than 60% and did not show proficiency on the assessment. Students who scored between 70% and 80% will be given additional support to maintain the level of mastery. Students scoring 90%-100% will be given supplemental material to enhance their achievement.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students who are performing on mastery level will be given supplemental material such as project based and technology based learning activities to reinforce the skill and maintain their level of mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will have an opportunity to meet bi-weekly during a 20 minute common planning time. The meeting will be facilitated by the subject area teacher leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the

administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet monthly to disseminate data to the Instructional Leaders. After this meeting the instructional Leaders take the information back to their departments and utilize the data to drive instruction based on evidence provided by assessments. Lesson plans will include methods of differentiating instruction based on student needs as evidenced by the data charts. Progress monitoring of students will be utilized to identify areas of weakness for re-teaching and re-assessing strands and benchmarks with minimal academic student performance. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The Reading Coach will provide in-class instruction, model lessons, and professional development for teachers in need of extra support. The Reading Coach will also assist with small group instruction, FCAT pull-out programs, tutoring services for Levels 1 and 2, and charting/analyzing data to decipher areas of intervention

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Jamestown Reading Navigator (Intensive Reading)
Hampton-Brown Edge (Intensive Reading Plus)
Team Biz (English Language Learners)
FCAT Reading Coach (Language Arts Retake Classes)
Reading Plus and FCAT Explorer (Language Arts and Mathematics Tutoring)
Biweekly assessment generated on the FCAT Test Maker from Test Prep Systems (Mathematics)
McDougal-Littell Language Network Series (Writing)
Prentice Hall Science Series, Addison Wesley, Scott Foresman Series (Science)

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Teachers will use accessible resources from the state adopted programs (Jamestown and Edge) that have been researched based on effective methods of instruction and can be used for intervention and re-teaching. Professional Development opportunities will be available monthly for teachers to enhance instruction and interventions. Mini-Sessions on best practices and effective strategies will provide teachers support when needed. The workshops will utilize instructional strategies such as reciprocal teaching methods, differentiated instruction and CRISS strategies. Tutorial sessions will be utilized for students not performing on grade level or for students that do not master specific benchmarks to assist in student academic achievement.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions. A needs assessment with the staff will be utilized to prioritize professional developments sessions based on teacher needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of students academic performance on the previous year FCAT in Reading and Mathematics all students scoring Levels 1 and 2 will be placed in interventions programs. Students will participate in before and after school tutoring programs to enhance academic achievement in Reading and Math. Throughout the year on-going progress monitoring, teacher assessments, and state mandated assessments will assist in identifying students who may also demonstrate academic difficulty. These students will also be provided with interventions and intensive instruction.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Previous year's Florida Comprehensive Assessment Test (FCAT) results, MDCPS Baseline Assessment, focus assessments through Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), Hampton Brown Edge Reading Level Gains Test, in house mid-term exams in all content areas, FCAT, and in house final exams in all content areas.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

As teachers continue to meet by subject area, using the district provided curriculum pacing guides, they dissect those benchmarks that students at Goleman have been weakest in, and work those benchmarks into the instruction using a variety of learning strategies for all levels of students. Students who typically exceed mastery levels participate in the school's honors, gifted, and Advanced Placement program. Students also enroll in elective classes that include art or foreign language.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (Include Lesson Study and Data Analysis)
9th grade Language Arts teachers, reading coach, ESOL teachers, ESE teachers	Reading Coach	Bi-weekly	Tuesdays during common planning time	Analyze the effectiveness of the instructional focus calendars, lesson study, tri-weekly assessments, pacing guides, to determine if any revisions need to be made
10th grade Language Arts teachers, reading coach, ESOL teachers, ESE teachers	Reading Coach	Bi-weekly	Tuesdays during common planning time	Analyze the effectiveness of the instructional focus calendars, tri-weekly assessments, pacing guides, to determine if any revisions need to be made
Algebra I teachers, Mathematics Dept. Chair, ESE teachers	Algebra I group leader	Bi-weekly	Tuesdays during common planning time	Analyze the effectiveness of the instructional focus calendars, lesson study, tri-weekly assessments, pacing guides, to determine if any revisions need to be made
Geometry teachers, Mathematics Dept. Chair, ESE teachers	Geometry group leader	Bi-weekly	Tuesdays during common planning time	Analyze the effectiveness of the instructional focus calendars, tri-weekly assessments, pacing guides, to determine if any revisions need to be made
11th grade science teachers, Science Dept. Chair, ESE teachers	Science Dept. Chair	Bi-weekly	Tuesdays during common planning time	Analyze the effectiveness of the instructional focus calendars, tri-weekly assessments, pacing guides, to determine if any revisions need to be made

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

Students who demonstrate the ability to progress to advanced academics are recommended and encouraged to enroll in honors and advanced placement courses. Students who desire to enroll in courses that are not currently available at Barbara Goleman are recommended to sign up for classes via dual enrollment or virtual school. Barbara Goleman provides avenues for

students to participate in Executive Internships as well as dual enrollment programs.

The Student Services staff meets regularly with students and parents to monitor student academic success and areas in need of academic assistance. The academy model at Barbara Goleman lends itself as a directing tool for students to remain on course.

The students are familiar with various computer based assistance through teacher blogs, Barbara Goleman's school website, facts.org, and Miami - Dade County's district student portal.

The graduation rate at Barbara Goleman is 70%, compared to 65% for the District, and the average for the State is 90.1%.

Barbara Goleman has a partnership with many local post secondary institutions. Students are encouraged to enroll in dual enrollment courses. Local universities and colleges are on campus to speak with our students about their future plans.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9 and 10, 43% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 10 percentage points compared to 33% who achieved mastery in 2008.</p> <p>Needs Assessment: 9th and 10th graders must target Reference and Research, Words and Phrases, and Comparisons as these were the clusters the students were the least proficient or where the students are not performing above the district average.</p>		<p>Given instruction based on the Sunshine State Standards, 72% of students in the 9th and 10th grade will achieve mastery for reading on the 2010 FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Reference and Research Students locate, organize, and interpret written information for a variety of purposes, including classroom research, critically analyzing text, and synthesizing details to draw conclusions.</p> <p>2. Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations.</p> <p>3. Provide practice with identifying the sequence of events and patterns of organization, as well as multiple patterns within a</p>	<p>1. Reading Coach, Language Arts Chairperson and teachers.</p> <p>2. Reading Coach and Language Arts Chairperson</p> <p>3. Principal, Assistant Principal Language Arts Department Chairperson , Teachers and the Leadership Team.</p>	<p>1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.</p> <p>2. Students' knowledge of vocabulary words will be assessed monthly.</p> <p>3. School site course-alike learning teams will monitor the implementation of research-based instructional strategies.</p>	<p>1. Completion and pacing of the benchmarks as delineated in the Instructional Focus Calendars.</p> <p>2. Edusoft reports will be disaggregated to all teachers to determine effectiveness of vocabulary instruction.</p> <p>3. Teacher will use Edusoft to monitor progress.</p>

single passage. Increase skills in reducing textual information to key points so that comparisons can be made across text.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 72% of students in the 9th and 10th grade will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation on the instructional Focus Calendar	Reading Coach	August 2009	Lesson Plans, informal classroom visits	Principal, Assistant Principal, Reading Coach
Given instruction based on the Sunshine State Standards, 72% of students in the 9th and 10th grade will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective use of Reading Coach's time.	District Language Arts Supervisor	August-September 2009	The coach's weekly log will be shared with the Principal and Reading Coach.	Principal, Reading Coach, District Language Arts Supervisor

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a bi-weekly basis, the Reading Coaches will review an activity from the "Lessons Learned" book to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in social studies that will be aligned with the reading instructional focus. The school has a reading program in which the students are reading for 30 minutes every day in different content areas.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading and Language Arts Instructional Focus Calendars	Title I	\$4,000.00
		Total: \$4,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9 and 10, 71% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 9 percentage points compared to 62% who achieved mastery in 2008.</p> <p>Needs Assessment: 9th grade students will need to target Number Sense, and 10th grade students will need to focus on Geometry and Data Analysis as those were the clusters the students were the least proficient.</p>		<p>Given instruction based on the Sunshine State Standards, 74% of students in the 9th and 10th grade will achieve mastery on the 2010 FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Number sense provide more practice in converting real numbers written in scientific notation to standard form and vice versa, in solving equations for a variable in terms of one or more variables, develop departmental guidelines for student learning notebooks designed to increase student achievement, and develop meaning through mathematical problem solving in a real world context.</p> <p>2. Implement for Geometry that utilize three dimensional manipulative to explore three dimensional figures with cross-sections, incorporate the use of cooperative structures to provide opportunities for all students to explore, discuss and solve real-life problems involving the Pythagorean Theorem, provide inductive reasoning strategies that include discovery learning activities and honor student learning styles through an instructional model that embraces diversity and the brain's natural learning style.</p> <p>3. For Data Analysis build the capacity to research, discuss, design and implement the following research-based instructional strategies that provide all students opportunities to explore and apply the use of a system of equations in the real-world, provide all students with more practice in interpreting graphical information, manipulating the data to make predictions and conclusions, and identifying the correct type of graph to represent given data provide inductive reasoning strategies that include discovery learning activities and honor student</p>	<p>1. Mathematics courses across grade levels, Department Chairperson</p> <p>2. Mathematics courses across grade levels, Department Chairperson</p> <p>3. Mathematics courses across grade levels, Department Chairperson</p>	<p>1. School site mathematics course across grade levels will monitor the implementation of research based instructional strategies.</p> <p>2. School site mathematics course across grade levels will monitor the implementation of research based instructional strategies.</p> <p>3. School site mathematics course across grade levels will monitor the implementation of research based instructional strategies.</p>	<p>1. Teacher will use Edusoft to monitor progress, Learning journal</p> <p>2. Teacher will use Edusoft to monitor progress, Learning journal</p> <p>3. Teacher will use Edusoft to monitor progress, Learning journal</p>

learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 74% of students in the 9th and 10th grade will achieve mastery on the 2010 FCAT Mathematics Test.	1. Implementation of the Mathematics Instructional Focus Calendar	Mathematics Department Chair	August 2009	Classroom Visits	Principal, Assistant Principal, Mathematics Department Chair
Given instruction based on the Sunshine State Standards, 74% of students in the 9th and 10th grade will achieve mastery on the 2010 FCAT Mathematics Test.	2. Differentiated Instruction (DI)	District Mathematics Supervisor	All mathematics teachers will participate in DI training by November 2009	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of DI training in using evidence based instruction/ interventions within the mathematics classes.	District Mathematics Supervisors, Principal, Assistant Principals, and Mathematic Department Chair are responsible for monitoring the use of DI instruction in mathematics courses.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Mathematics Instructional Focus Calendars	Title I	\$4,000.00
Professional Development on Differentiated Instruction	District	\$2,000.00
		Total: \$6,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on 2009, FCAT Science data, 26% of 11th grade students achieved level three and above. This represents decrease of 1 percentage point compared to 27% who	Given instruction based on the Sunshine State Standards, 50% of students will achieve mastery on the 2010 FCAT Science Assessment.

achieved mastery in 2008.				
Needs Assessment: 11th grade students will focus on life and environmental concepts, and scientific thinking as these was the cluster the students were the least proficient.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design (i.e., Science Fair, SECME, Fairchild Challenge). 2. Provide laboratory activities (virtual labs and traditional labs) of life and environmental concepts, for students to make connections to real-life experiences, and explain and write about their results and their experiences. 3. Provide opportunities for students to participate in life and environmental sciences enrichment activities and science clubs.	1. Teachers and Science Department Chair 2. Teachers and Science Department Chair 3. Teachers and Science Department Chair	1. Science Teachers will meet in small learning communities and develop activities to increase scientific thinking. 2. Science Teachers will meet in small learning communities to discuss lab activities, and review lab report data. 3. Science Teachers will meet in small learning communities and review results of common assessment data every 6 weeks.	1. Review of Lab Reports, Participation in School/District Science Fair, SECME, Fairchild Challenge. 2. Lab reports tied to Florida Science Standards reviewed bi-weekly. 3. Assessments tied to Florida Science Standards administered bi-weekly.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will achieve mastery on the 2010 FCAT Science Assessment.	Florida Continuous Improvement Model Training	DOE Specialist	August 2009	Common planning minutes will be reviewed to ensure data discussions are taking place and lesson plans are created	Principal, Assistant Principal, Science Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Smart Boards	Grant Funds	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,000.00

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 76% of the students in 10th grade scored level 3.5 or above in writing. This represents a decrease of 2 percentage points compared to 78% of 10th grade students who scored 3.5 or higher in 2008. Needs Assessment: 10th grade students will focus on writing persuasive essays which was the less proficient writing style.		Given instruction based on the Sunshine State Standards, 90% of students will score at level 4.0 or above on the 2010 administration of the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. There will be monthly prompts with an emphasis placed on persuasive writing in the tenth grade English classes that will be graded using the FCAT 6-point rubric. 2. Rewrites of monthly prompts with an emphasis placed on persuasive writing will also take place within the sophomore English classes utilizing peer-grading and self-assessment. 3. Students will create and maintain a writing portfolio of their essays with an emphasis placed on persuasive writing and other writing exercises as a way to monitor progress and needs.	1. Principal and Language Arts Department Chairperson 2. Principal and Language Arts Department Chairperson 3. Principal, Language Arts Department Chairperson, and Teachers	1. Scores will be kept on a data portfolio, which will stay in the teacher's classroom. In addition, all student essays will be accessible in their writing portfolio. 2. Scores of the revisions will be kept in a data portfolio, which will stay in the teacher's classroom. In addition, all student essays will be accessible in their writing portfolio 3. Portfolios will be stored in the classrooms for teachers, students, the dept chair and administration to access.	1. Monitor progress among the students' incoming writing score from their ninth grade sample, as well as each of their monthly writing samples. 2. Monitor progress among the students' revision of their incoming writing sample from ninth grade, and each of their monthly revisions. 3. Monthly visits to the classroom will occur to check portfolios.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 90% of students will score at level 4.0 or above on the 2010 administration of the FCAT Writes.	Teaching the use of revision and editing strategies	District Language Arts Supervisor	September 2009	Student writing folders and lesson plans will be reviewed during administrative walkthroughs.	Reading Coach, Language Arts Dept. Chairs, District Language Arts Supervisor.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase the number of parent contacts regarding college readiness.		The school will increase the number of parent contacts regarding college readiness by 1% by June 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school. 2. Use of CoNect Ed messaging system 3. Maintain parental telephone logs and activity reports	1. Principal, CAP Advisor, CIS 2. CAP Advisor, CIS 3. CAP Advisor, CIS	1. Review parent telephone logs 2. Collect participation data 3. Tally parental Involvement Monthly School and Activity Reports	1. Parent Attendance sign-in sheets 2. Title I Administration Parental Involvement monthly School Report 3. Title I Administration Parental Involvement monthly School Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parental awareness of Web based and District provided informational system (i.e. Parent Portal and Dadeschools.net web site.) in order to monitor student's academic progress in science.		The school will increase the number of parent participants by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer parent training on the Parent Portal and dadeschools.net web site. 2. Offer parent training on the Pupil Progression Plan, Discipline, Attendance, Grade Configuration., Bullying, and the Articulation Process. 1. Offer parent training on the Parent Portal and Dadeschools.net web site.	1. Principal, Assistant Principal, Counselor, and selected staff. 2. Principal, Assistant Principal, Counselor, and selected staff. 3. Principal, Assistant Principal, Counselor, and selected staff.	1. Collect participation data 2. Collect participation data 3. Collect participation data	1. Parent Attendance sign-in sheets and conference logs 2. Parent Attendance sign-in sheets and conference logs 3. Parent Attendance sign-in sheets and conference logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts regarding college readiness by 1% by June 2010	Title I in Action: A Practitioners Perspective!	District Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year.	Effective will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Graduation Rate Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The graduation rate at Barbara Goleman is 72% while this is above the District average of 65.8%, it is below the state average of 90.1%.		73% of the class of 2010 students will earn a high school diploma.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement differentiated professional development for teachers and administrators to integrate career theme into content areas. 2. Develop a master schedule to accommodate the required courses for the career academy and small learning communities. 3. Research community partnerships associated with career/ academy theme.	1. Principal, Assistant Principal, Academic Counselor and Academy Leaders 2. Principal, Assistant Principal and Academic Counselor 3. Principal, Assistant Principal, Academic Counselor and Academy Leaders	1. Monitor interim progress reports, nine (9) week grades and credit hours 2. Monitor interim progress reports, nine (9) week grades and credit hours 3. Monitor interim progress reports, nine (9) week grades and credit hours	1. Feedback reports generated from classroom visits 2. Students' passing rate on Miami-Dade College Computer Placement Test (CPT) 3. Students' passing rate on Miami-Dade College Computer Placement Test (CPT)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
73% of the class of 2010 students will earn a high school diploma.	Mentorship Programs and Career Fair	Selected Staff	October 2009	Student Services' meeting minutes will be reviewed to ensure objectives and goals are discussed and aligned with FCIM.	Instructional Leaders and selected school staff identified by the Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Science	Smart Boards	Grant Funds	\$8,000.00
			Total: \$8,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading and Language Arts Instructional Focus Calendars	Title I	\$4,000.00
Mathematics	Development of Mathematics Instructional Focus Calendars	Title I	\$4,000.00
Mathematics	Professional Development on Differentiated Instruction	District	\$2,000.00
			Total: \$10,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$18,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/21/2009 4:22:34 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT Tutoring	3000
Student Incentives	1500

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Barbara Goleman Senior High. Listed below are some of the functions of the SAC

- Reach out to the community to obtain more partners
- Sponsor drives with the PTSA to increase parental involvement
- Assist the school in creating school climate surveys for parents and students

SAC Members

Members

- 1) Carlos Artime, Principal
- 2) Berta Guillen, Teacher
- 3) John Failoni, Teacher
- 4) David Labi, Teacher
- 5) Maria Valdes, Parent
- 6) Ivonne Roque, Parent
- 7) Hilda Cabanas, Parent
- 8) Susan O'Neill, Parent
- 9) Eddy Barrera, Community Member
- 10) Dr. Soraya Cuesta, Community Member
- 11) Joe Howard, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade BARBARA GOLEMAN SENIOR HIGH 7751												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1034 Math: 1024		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		YES				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	98	Y	98	Y	43	N	71	Y	89	91	Y	70	70	Y	67	57	Y	38	29	NA	44	NA	72	NA		
WHITE	98	Y	98	Y		NA	NA		92	Y	73	73	N			NA			NA							
BLACK	100	Y	100	Y		NA	NA				NA					NA			NA							
HISPANIC	98	Y	98	Y	43	N	70	Y	89	91	Y	70	70	Y	67	57	Y	38	30	NA	44	NA	72	NA		
ASIAN		NA		NA		NA		NA			NA					NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA					NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	38	N	65	N	86	88	Y	64	67	Y	72	62	Y	41	35	Y	41	NA	66	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y		NA	NA		67	75	Y	54	53	N			NA		NA							
STUDENTS WITH DISABILITIES	97	Y	95	Y		NA	NA		72	64	N	42	46	Y			NA		NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade BARBARA GOLEMAN SENIOR HIGH 7751												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2100 Math: 2093		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	97	Y	33	N	62	Y	92	89	N	64	70	Y	72	67	NA	46	38	NA	39	NA	74	NA		
WHITE	99	Y	98	Y		NA	NA			Y	74	73	N			NA			NA							
BLACK	100	Y	100	Y		NA	NA				NA					NA			NA							
HISPANIC	97	Y	97	Y	33	N	62	Y	92	89	N	64	70	Y	72	67	NA	46	38	NA	39	NA	73	NA		
ASIAN		NA		NA		NA		NA			NA					NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA					NA			NA							
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	28	N	59	N	90	86	N	60	64	Y	75	72	NA	52	41	NA	35	NA	72	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	96	Y	14	N	49	N	71	67	N	48	54	Y	88	86	NA	64	51	NA	34	NA	67	NA		
STUDENTS WITH DISABILITIES	93	N	93	N	17	N	28	N	73	72	N	47	42	N	93	83	NA	84	72	NA	16	NA	38	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade BARBARA GOLEMAN SENIOR HIGH 7751												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2310 Math: 2278		2006-2007 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	97	Y	96	Y	28	N	54	N	89	92	Y	70	64	N	70	72	NA	45	46	NA	41	NA	68	NA		
WHITE	97	Y	97	Y		NA	NA		93		Y	79	74	N			NA			NA						
BLACK	95	Y	95	Y		NA	NA				NA	73	58	NA			NA			NA						
HISPANIC	97	Y	97	Y	28	N	54	N	88	92	Y	69	64	N	71	72	NA	45	46	NA	42	NA	68	NA		
ASIAN		NA		NA		NA		NA			NA		67	NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	96	Y	95	Y	25	N	48	N	85	90	Y	66	60	N	75	75	NA	49	52	NA	40	NA	64	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	96	Y	12	N	36	N	70	71	Y	58	48	N	88	88	NA	64	64	NA	43	NA	59	NA		
STUDENTS WITH DISABILITIES	89	N	88	N	7	N	16	N	57	73	Y	43	47	Y	92	93	NA	88	84	NA	32	NA	53	NA		

SCHOOL GRADE DATA

Dade School District BARBARA GOLEMAN SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	75%	81%	29%	230	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	65% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	57%	55%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					494	
Percent Tested = 96%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District BARBARA GOLEMAN SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	67%	84%	30%	218	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	76%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	70% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	52%	79%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					481	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District BARBARA GOLEMAN SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	60%	90%	29%	211	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	66%			111	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	60% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	45%	69%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					431	
Percent Tested = 95%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested