

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Westland Hialeah Senior High Sschool (7049)

Feeder Pattern - Westland Hialeah Senior High Sschool

Regional Center III

District 13 - Miami-Dade

Principal - Alberto Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Westland Hialeah Senior High School opened its doors in August 20, 2007. It is based out of Miami Springs Senior High School for the first part of the 2007-2008 school year, until its building complex is ready for partial occupancy in January, 2008. Westland Hialeah Senior has opened with ninth and tenth grade students, as the school was built in order to relieve overcrowding for Miami Springs Senior High School. Westland Hialeah Senior has been established with its participation in the Cohort One of the District's Secondary School Reform Initiative. Therefore, an eight period schedule has been implemented, divided in four daily blocks of one hour and thirty minutes each, designed to provide rigorous coursework for all our students. Westland Hialeah Senior has been established with two, Career Academies: Health Science and Liberal Arts Academies. These academies are aimed at enabling the students to have access to a more interdisciplinary approach based on their interests and needs. Furthermore, Westland Hialeah Senior is presently providing four Advanced Placement courses, as well as initiating an Extended Foreign Language (EFL) program, and all ninth grade students are currently enrolled in a career exploration course in order to facilitate their transition into a career academy of their choice, as well as high school in general.

Even though it is in its infancy stage, the school has several community partners, including companies such as Burger King, and Fed-Ex. This is aimed at having a fruitful relationship with all stakeholders in the surrounding areas of the school. Westland Hialeah Senior is earmarked to become a vibrant educational entity which will serve the needs of the City of Hialeah. Once construction is completed which is tentatively scheduled for May, 2008, it will be a state-of-the-art facility, offering courses and programs that are in line with the vision of all 21st century schools nationwide.

Presently, of the six hundred and seventy seven students that are enrolled at Westland Hialeah Senior High School, 95 percent are Hispanic, 3 percent are Anglo, and 2 percent are Black. 29 percent of the students enrolled are English Language Learners (ELL). Furthermore, an additional 55 percent of our students were once in ESOL classes according to Attendance Boundary Committee Report, and have now exited the ESOL program. Also, 9 percent of our student population is in Special Education in a stand alone varying exceptionalities (VE) setting, or in inclusion courses. 3 percent of our student population is presently enrolled in Gifted courses. According to the Student Performance Indicators (SPI) data base from Miami-Dade County Public Schools, 48 percent of our students achieved a Level 1 score in the 2007 Florida Comprehensive Assessment Test (FCAT) in Reading, 29 percent achieved a Level 2, 19 percent achieved a Level 3, 4 percent a Level 4 and 1 percent a Level 5. According to SPI, 27 percent of our students achieved a Level 1 in the 2007 Florida Comprehensive Assessment Test in Mathematics, 30 percent achieved a Level 2, 28 percent a Level 3, 11 percent a Level 4, and 4 percent a Level 5.

According to SPI, Westland Hialeah Senior High ninth graders, have the following achievement challenges based on the scores from the 2007 FCAT: In Reading, 44 percent are in Level 1, 27 percent are in Level 2, 23 percent are in Level 3, 5 percent are in Level 4, and 1 percent in Level 5, respectively. In Mathematics, ninth graders have the following challenges: 33 percent are in Level 1, 28 percent are in Level 2, 12 percent in Level 3, 10 percent in Level 4, and 5 percent in Level 5, respectively. For Westland Hialeah Senior High's tenth graders, SPI has the following data based on the 2007 FCAT: In Reading, 52 percent are in Level 1, 30 percent are in Level 2, 14 percent are in Level 3, 2 percent in Level 4, and 1 percent in Level 5.

In Mathematics, our tenth graders have the following achievement levels: 19 percent in Level 1, 34 percent in Level 2, 32 percent in Level 3, 12 percent in Level 4, and 3 percent in Level 5.

There are several advantageous elements that will help Westland Hialeah Senior in its drive to succeed as an educational institution in the upcoming school year. First, based on the premise that each student is an integral part of our school, our master schedule has accommodated each student's needs, including safeguarding low class size numbers, especially in the core subjects, (ELL) classes, and in the Intensive Reading and Intensive Mathematics remedial courses. Based on the disaggregated data, the need to have smaller class sizes, particularly where the vast majority of our student population is most fragile, has been an important component of our efforts to uphold this philosophy. Furthermore, in spite of small numbers of students scheduled in the Advanced Placement, Honors, and Honors-Gifted courses based on the fact we are a new school, Westland Hialeah Senior has made a major commitment to keep these programs intact in order to serve all our students with their long term goals. Furthermore, our Secondary School Reform schedule allows our students to have more flexibility in terms of satisfying their graduation requirements, and having more options to select their preferred electives, while still being able to attend remedial courses, if necessary, in order to meet the challenges of the Florida Comprehensive Assessment Test.

According to the latest class size figures, the average class size is 19.56 students, based on the formula that is used by the State of Florida as per class size amendment. Presently, the Westland Hialeah Senior's feeder pattern is made up of one middle school (Miami Springs Middle School) and two elementary schools (South Hialeah Elementary and Hialeah Elementary). Areas of concern would include the following: large number of students that are in Level 1 and 2 in Reading and Mathematics, high percentage of students that lack language proficiency, high mobility rate as historically demonstrated by feeder schools, and attendance percentages as historically demonstrated by feeder schools. Presently, Westland Hialeah Sr's attendance is 96.30.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine (9) and ten (10) will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine (9) and ten (10) will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade White students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade African-American students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade English Language Learner students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a five (5) percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grades nine and ten will increase their science skills, on the administration of the Science Posttest by 15 percentage points as compared to the administration of the Science Pretest.

Given the importance of parental involvement at Westland Hialeah Senior, the school will show evidence of parental interaction on a continuous basis as shown by the number of signatures in parental sign-in logs.

Given the importance on school wide attendance, Westland Hialeah Senior will reduce by ten percent the number of students that accumulated 15 or more absences during the 2006-2007 school year.

Given the emphasis of technology, all teachers will use a Smart Board in each of their classrooms, as evidenced by teachers completing a survey at the conclusion of the 2007-2008 school year.



School Improvement Plan 2007-2008



Given the state and national emphasis on instruction based on the FITNESSGRAM program standards, 55 percent of our ninth and tenth grade students enrolled in Health/ Physical Education classes will receive a gold or silver FITNESSGRAM award.

Given the importance of increasing the number of students in the Health Science Academy, Westland Hialeah Senior will increase by 20 percent the number of students in the Health Science Academy. This will be evidenced by the number of students that will register with subject selection card for at least one (1) course in the Academy during the Articulation period of 2008-2009.

Westland Hialeah Senior will rank in the 90th percentile in the State's ROI index and cost effectiveness of its programs.

Given the number of students entering the ninth grade, 90% will continue working towards a high school diploma.

The OPIS Report is presently not available. Upon the availability of its data, such information will be presented.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

7049 - WESTLAND HIALEAH SENIOR HIGH SSCHOOL

VISION

Westland Hialeah Senior High School will be a dynamic, engaging learning environment committed to high academic standards and expectations, as well as strong ethical principles. Westland Hialeah Senior High School will stress academic achievement in a multi-cultural, multi-ethnic setting, emphasizing collaboration and involvement of all affected stakeholders.

MISSION

Westland Hialeah Senior High School is entrusted with creating independent learners and responsible citizens for an increasingly competitive, diverse and global community. Westland Hialeah Senior High School will enable and facilitate the academic and personal growth of youngsters by fostering a high quality, nurturing, and safe environment that meets the individual, as well as collective needs of all students.

CORE VALUES



School Improvement Plan 2007-2008



Westland Hialeah Senior is committed to providing opportunities that value:

Learning

Westland Hialeah Senior High School is committed to instill a sense of achievement and excellence in the pursuit of knowledge both through learning and inquiry. Teaching is geared to provide students with opportunities for developing critical thinking skills and promote scholastic and creative achievement in order to ensure success.

Individual Development

Each learner is unique and full of promise for intellectual and personal growth. We believe that educating the whole person builds character, promotes involvement in the world, and produces a more educated citizenry.

Leadership

Westland Hialeah Senior High School values leadership built on integrity, honesty and civility.

Diversity

Diversity of opinions and points of view is the foundation of an intellectual environment, which should foster dialogue and understanding.

School Demographics

Westland Hialeah Senior High School is scheduled to be partially occupied in January 7, 2008 at 4000 W. 18th Ave, Hialeah, Florida. It has been built to furnish 1,964 student stations, on 6.60 acres of land. The overall completion of the construction project is scheduled tentatively, for May, 2008. The complex is sub-divided into four buildings, which will have classrooms, science and business labs, a cafeteria, a gym, a media center and an auditorium, along with offices for its support personnel. Approximately, ninety percent of our students are in or are past recipients of free or reduced lunches, although this number may be skewed due to the perception many high school students have in terms of applying for this program and the stigma that it carries. Presently, Westland Hialeah Senior has no portable classrooms.

A total of six hundred and seventy seven students are presently registered at Westland Hialeah Senior School. The ethnic breakdown of our student population is the following: 95 percent are Hispanic, three percent Anglo, and two percent Black. 29 percent of the students enrolled are in (ELL) classes. Furthermore, an additional 55 percent of our students were once in (ELL) classes, and have now exited the ESOL program. Also, 9 percent of our student population is in Special Education or inclusion courses, and 3 of our student population is presently enrolled in Gifted courses.

According to the Student Performance Indicators (SPI) data base from Miami-Dade County Public Schools, 48 percent of our students achieved a Level 1 score in the 2007 Florida Comprehensive Assessment Test (FCAT) in Reading, 29 percent achieved a Level 2, 19 percent achieved a Level 3, 4 percent a Level 4 and 1 percent a Level 5. According to SPI, 27 percent of our students achieved a Level 1 in the 2007 Florida Comprehensive Assessment Test in Mathematics, 30 percent achieved a Level 2, 28 percent a Level 3, 11 percent a Level 4, and 4 percent a Level 5.

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Westland Hialeah Senior will also face challenges in the upcoming school year that are uncommon in comparison to other high schools in the Miami-Dade County area. Westland Hialeah Senior began the 2007-2008 school year, based out of Miami Springs Senior High School, using six pods along with three other classrooms in the Miami Springs Senior's main building. Additionally, using eighteen portables, divided in two different sections in opposite ends of the campus poses another logistical challenge. Our occupancy of the new building coming within weeks of the FCAT, as we prepare for the challenge of seventy-seven percent of our students being either Level 1 or 2 in Reading and fifty-seven percent being in either Level 1 or 2 in Mathematics is daunting. Our numbers in ELL classes, which are presently 29 percent, as well as those that have exited the ELL program which according to Attendance Boundary Committee Report is 55 percent, in conjunction to the average mobility rate of school's in our feeder pattern, pose major concerns.

Presently, our Leadership Team, is composed of Westland Hialeah's Senior's administrative team, along with the Instructional Leaders of each of our Departments. Also included in the Leadership Team are the Reading Coach, the Testing Chair, the Media Specialist, the Athletic Director and the Student Activities Director. The faculty is made up of 52 instructional staff members. Its ethnic breakdown is the following: 77 percent are Hispanic, 13 percent are Anglo, and 10 percent are Black. Westland has 1 part time employee. The average class size for the Language Arts, Mathematics, Science, Social Studies, LEP, Intensive Reading/Intensive Mathematics, and World Languages classes, is listed at 19.56 students per class. Special Education (SPED) classes are at 13.35 students per class.

Westland Hialeah Senior began with two career academies, a Liberal Arts and a Health Science Academy. The Liberal Arts Academy is geared for students that would like to have flexibility and in-depth knowledge of their studies while still being able to concentrate in specific areas such as History, the Arts, Humanities or Science. The Health Science Academy is for all students that have an interest in the medical field, and its overall mission is to teach and train students to be able to participate in an internship by the student's



School Improvement Plan

2007-2008



senior year in several of the area's hospitals. Initially, the program will begin with the students being able to select from several options to study, including First Responder, Allied Health, and Pre-Nursing. Westland Hialeah Senior founded an Extended Foreign Languages program, which initially will be through Social Studies, allowing student's which are not in the ELL program, to meet their World History graduation credit, through full immersion in Spanish. Furthermore, Westland Hialeah Senior is currently offering eleven Honors or Honors-Gifted courses, in the four core areas, as well as four Advanced Placement courses in Biology, Chemistry, European History, and World History. Presently, the Westland Hialeah Senior's feeder pattern is made up of one middle school (Miami Springs Middle School) and two elementary schools (South Hialeah Elementary and Hialeah Elementary). Westland Hialeah Senior has several Dade Partners which are geared to maintaining a positive relationship between the school and the private sector. These include Burger King, and Fed-Ex. In the upcoming years, as the school establishes itself, Westland Hialeah Senior looks forward to increasing the number of Dade Partners, in order to better serve its community, as well as to foster relationships that will benefit its student body. Since we are a new school, the school has not applied for any grants.

School Foundation

Leadership:

The Leadership Team at Westland Hialeah Senior strives to set a clear vision and mission for the school, by helping to create an educational setting where collegiality, cooperation and a positive working environment are in place.

The OPIS Report is presently not available. Upon the availability of its data, the information will be presented

District Strategic Planning Alignment:

The Leadership Team at Westland Hialeah Senior will involve all stakeholders in all aspects of strategic planning. The Educational Excellence School Advisory Committee (EESAC) is a forum where all stakeholders are represented, and will be meeting on a monthly basis.

The OPIS Report is presently not available. Upon the availability of its data, the information will be presented

Stakeholder Engagement:

Westland Hialeah Senior will make every effort to serve our students, parents and the community at-large. The school has a commitment to all its stakeholders, based on the tenets of customer support, care and satisfaction.

The OPIS Report is presently not available. Upon the availability of its data, the information will be presented

Faculty & Staff:

Westland Hialeah Senior will make every effort to foster a positive working relationship at the school-site. The school will make every effort to ensure a safe workplace, promote cooperation, and facilitate relationships that will lead to positive interactions on all levels.

The OPIS Report is presently not available. Upon the availability of its data, the information will be presented

Data/Information/Knowledge Management:

Westland Hialeah Senior High School is committed to providing its staff with baseline data which will allow teachers to analyze and evaluate their performances vis-à-vis student achievement. This is to be done on a continuous basis in order to safeguard relevancy and accurateness in the data disseminated to staff members.

The OPIS Report is presently not available. Upon the availability of its data, the information will be presented.

Education Design:

Westland Hialeah Senior will strive for staff members to use student performance data as a catalyst to drive instruction and tailor professional development in a purposeful and intentional manner in order to improve instruction. To this end, the school is instituting the Secondary School Reform design. Smaller class sizes, a more personalized teaching/learning environment, data driven instruction, wider array of classes (eight (8) periods), greater rigor and relevance in the curriculum, are all signature pieces to a larger high school reform movement. The OPIS Report is presently not available. Upon the availability of its data, the information will be presented.

Performance Results:

Westland Hialeah Senior High School will strive for staff members to be able to analyze their job performance, in conjunction with customer care and satisfaction, while safeguarding all labor laws and regulations for its employees. The OPIS Report is presently not available. Upon the availability of its data, the information will be presented.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction

- School foundation, Educational Design, Page 8
- Goal 1: Reading, Action Steps, Page 13
- Goal 2: Mathematics, Action Steps, Page 17
- Goal 3: Writing, Action Steps, Page 20
- Goal 4: Science, Action Steps, Page 23
- Goal 7: Technology, Action Steps, Page 32
- Goal 8: Health and Physical Fitness, Action Steps, Page 35
- Goal 9: Electives and Special Areas, Actions Steps, Page 38
- Goal 11: Graduation, Actions Steps, Page 43

Responsibility of Teaching Reading for Every Teacher

- Goal 1: Reading, Action Steps, Page 13
- Goal 3: Writing, Action Steps, Page 20

Quality professional development for Teachers and Leaders

- Goal 7: Technology, Action Steps, Page 31

Intensive intervention in Reading and Mathematics

- School foundation, Educational Design, Page 8
- Goal 1: Reading, Action Steps, Page 13
- Goal 2: Mathematics, Action Steps, Page 17
- Goal 7: Technology, Action Steps, Page 32

Parental Access and Support

- School Foundation, Stakeholder Engagement, Page 8
- Goal 5: Parental Involvement, Action Steps, Page 26
- Goal 6: Discipline and Safety, Action Steps, Page 29
- Goal 11: Graduation, Actions Steps, Page 43

Applied and Integrated Courses

- Goal 9: Electives and Special Areas, Actions Steps, Page 38

Course Choice Based on Student Goals/Interests/Talent

- School foundation, Educational Design, Page 8
- Goal 9: Electives and Special Areas, Actions Steps, Page 38
- Goal 11: Graduation, Actions Steps, Page 43

Master Schedules Based on Student Needs

- School foundation, Educational Design, Page 8
- Goal 1: Reading, Action Steps, Page 13
- Goal 2: Mathematics, Action Steps, Page 17
- Goal 11: Graduation, Actions Steps, Page 43

Academic and Career Planning

- Goal 9: Electives and Special Areas, Actions Steps, Page 38
- Goal 11: Graduation, Actions Steps, Page 43

Small Learning Communities (SLC)

In spite of exceeding class-size mandates and counselor to student ratio as outlined in the District's School Allocation Plan, the facilities/logistical challenge of housing two schools in one building across twenty-eight portables and the main building prevents this initiative from materializing.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Westland Hialeah Senior High School will improve reading skills school wide as evidenced by increased results on state assessments.

Needs Assessment

Based on the data from the feeder schools and Student Performance Indicators (SPI), Westland Hialeah Senior students did not meet AYP Reading requirements for any of its subgroups. The percentage breakdown for each subgroup that met high standards in Reading for 2007 is the following: White 35 percent, Black 33 percent, Hispanic 23 percent, Economically Disadvantaged 23 percent, Students with Disabilities (SWD) 23 percent, and English Language Learner (ELL) with two (2) percent. According to the disaggregated data, 71 percent of students in the ninth and tenth grade did not achieve high standards in Reading.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine (9) and ten (10) will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that all students in the lowest quartile in Reading are appropriately placed in an Intensive Reading class, or Intensive Reading Plus courses including each NCLB subgroup.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Provide after school and Saturday tutoring for all students in Level 1 and 2 in Reading.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Reinforce the use of small libraries and a print rich environment throughout each of the classrooms, especially in Reading, Language Arts, and ESOL courses/classrooms.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Reinforce the need to compile data in order to provide differentiated instruction, in Reading, Language Arts, SPED, and ESOL courses.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Assess students using the Florida Oral Reading Fluency Measure (F-ORF) each quarter.	Reading Coach	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Use a Reading Coach in order to ensure integration of reading strategies across the curriculum.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement an Instructional Focus Calendar based on each Interim Assessment results, while implementing the Continuous Improvement Model (CIM).	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Use administration of mini, bi-weekly and/or District Interim Assessment, conduct Data Debriefing the District's Protocol system.	Administrative Team	8/20/2007	6/04/2008	District-wide Literacy Plan	0

Research-Based Programs

- Great Source Reading and Writing Sourcebook
- Jamestown Signature Reading
- Language!
- Glencoe, Holt textbooks

Professional Development



School Improvement Plan 2007-2008



Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. Edusoft
3. CIM strategies and concepts
4. Use of technology
5. Differentiated Instruction

Evaluation

Summative:
2008 FCAT--Reading

Formative:
Florida Oral Reading Fluency Measure (F-ORF)
Diagnostic Assessment of Reading (DAR)
Quarterly Reading Interim Assessments
2008 FCAT

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Westland Hialeah Senior High School will improve Mathematics skills school wide as evidenced by increased results on state assessments.

Needs Assessment

Based on the data from the feeder schools and Student Performance Indicators (SPI), Westland Hialeah Senior students would not meet AYP Mathematics' requirements for any of its subgroups. The percentage breakdown for each subgroup that met high standards in Mathematics for 2007 is the following: White 41 percent, African-American 56 percent, Hispanic 42 percent, Economically Disadvantaged 42 percent, Students with Disabilities (SWD) 25 percent, and English Language Learner (ELL) with 18 percent. According to the disaggregated data, 67 percent of students that transferred to Westland Hialeah Senior did not achieve high standards in Mathematics.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine (9) and ten (10) will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade White students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade African-American students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade English Language Learner students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Formulate FCAT-type questions on tests and quizzes to acquire familiarity of skills with the SSS Benchmarks in Mathematics.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide Professional Development using data as the driving force behind Differentiated Instruction in all Mathematics courses.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement a bi-weekly formative diagnostic assessment plan for all student subgroups providing for regular pre-and post testing, thus ensuring specific individualized emphasis on and implementation of all mathematics strategies with each specific subgroup that did not meet Adequate Yearly Progress.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Ensure all students scoring at Levels 1 and 2 in Mathematics, are placed appropriately in an Intensive Mathematics course.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement the District Mathematics Pacing Guide, in conjunction with the Continuous Improvement Model (CIM), in the mathematics curriculum.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Upon administration of mini, bi-weekly and/or District Interim Assessment, conduct Data Debriefing using the District's Protocol system.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0

Research-Based Programs

- Glencoe Geometry
- Prentice Hall Algebra II
- McDougal Littel Algebra I,
- Amsco Series for Grades 9th and 10th

Professional Development



School Improvement Plan 2007-2008



- FCAT Explorer
- RiverDeep
- Continuous Improvement Model (CIM) strategies and concepts
- Edusoft

Evaluation

Summative:
2008 FCAT--Mathematics

Formative:
Quarterly mathematics diagnostic assessments
District Interim Assessments
Bi-weekly assessments in conjunction with Focus Calendar
2008 FCAT

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Westland Hialeah Senior High School will show greater levels of achievement in writing as evidenced by increased results on state assessments.

Needs Assessment

Data from the 2007 administration of the FCAT Writing Assessment indicated that 74 percent of tenth grade students met state required mastery level of 3.5 and above. Analysis of the 2007 FCAT Writing Assessment demonstrates that students need to continue practicing persuasive and expository writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a five (5) percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to respond to Expository and Persuasive writing prompts in Language Arts, Social Studies, and Science.	Administrative Team	8/20/2007	8/20/2007	Continuous Improvement Model	0
Provide biweekly pre and post assessments in writing, in Language Arts, Science and Social Studies, in grades nine and ten, for all subgroups based on the Continuous Improvement Model (CIM).	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Use the FCAT Writing Plus prompt for midterms and final exams.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide the state required rubric for the FCAT--Writing Plus to all ninth and tenth grade students, as a model for success	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Initiate tutoring for all subgroups, after school and/or Saturdays, concentrating on Expository and Persuasive Essays.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Administer mini, bi-weekly and/or District Interim Assessment, conduct Data Debriefing using the District's Protocol system.	Administrative Team	8/20/2007	8/20/2007	Continuous Improvement Model	0

Research-Based Programs

Glencoe and Holt Grammar books

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

- Data Analysis
- FCAT Explorer
- River Deep
- Continuous Improvement Model (CIM) strategies and concepts
- Use of technology

Evaluation

Summative:
2007 FCAT--Writing+

Formative:
Oral Reading Fluency Measure (ORF)
Diagnostic Assessment of Reading (DAR)
Quarterly diagnostic assessments
Biweekly Assessments of Expository writing in Language Arts and Social Studies Classes.
2008 FCAT

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

All students will make learning gains to acquire the necessary competencies needed to reach proficiency in the area of Science.

Needs Assessment

Westland Hialeah Senior is composed of only ninth and tenth grade students. The data indicated that eighteen (18) percent of students that are presently at Westland Hialeah Senior had met proficiency in the 2007 Science FCAT. Therefore, 82 percent of students at Westland Hialeah Senior scored at Level 1 or Level 2, on the 2007 FCAT Science test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will increase their science skills, on the administration of the Science Posttest by 15 percentage points as compared to the administration of the Science Pretest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide effort to utilize Bi-weekly formative diagnostic assessments, in each Science course offered, based on the Instructional Focus Calendar in conjunction with each course's Scope and Sequence, and following the Continuous Improvement Model (CIM).	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide opportunities for inquiry-based learning through small groups, peer instruction, discussions, and technology.	Administrative Team	8/20/2007	8/20/2007	Continuous Improvement Model	1000
Continue to identify candidates for Advanced Placement and Honors courses to promote high academic achievement.	Administrative Team	8/20/2007	6/04/200	Continuous Improvement Model	0
Purchase/Acquire technology hardware, software and laboratory equipment for all Science courses through FF&E and other funding sources.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	96489.39
Conduct administration of mini, bi-weekly and/or District Interim Assessment, using Data Debriefing in the District's Protocol system.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0

Research-Based Programs

- Earth & Space Science - Florida Edition (Glencoe)
- Earth & Space Science Honors - (Holt)
- Biology - Florida Edition Regular (Prentice Hall)
- Biology - Exploring Life Honors - (Prentice Hall)
- Biology - AP Edition (Campbell)
- Modern Chemistry - (Holt)
- Chemistry –Matter and Change – (Glencoe)
- Chemistry - The Central Science - (Campbell)

Professional Development

- Integrated Science In-service as offered by District

Evaluation

Monitoring and evaluating the impact of instructional strategies to be conducted as follows:

- Benchmark science assessment at the beginning of the first grading period for initial instruction.
- On-going benchmark assessment, bi-weekly, in correlation to Scope and Sequence
- Results of the Comprehensive Science Post-test concentrating on SSS benchmarks.
- District Interim Assessment in Science grade 10.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

The school will provide an environment that will provide parents and educators the opportunity to work collaboratively in order to foster academic excellence.

Needs Assessment

Due to the recent opening of Westland Hialeah Senior, the EESAC and PTSA have been recently established, and in process of being developed.

Measurable Objective

Given the importance of parental involvement at Westland Hialeah Senior, the school will show evidence of parental interaction on a continuous basis as shown by the number of signatures in parental sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Parent/Student Orientation at beginning of school year.	Administrative Team	8/20/2007	8/20/2007	Continuous Improvement Model	0
Provide incentives for parents to come to monthly meetings and performances	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Support EESAC in order to foster long term parent involvement during, and after school meetings, activities, and performances.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide parental workshops in FCAT related subjects and graduation requirements regularly.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	500
Encourage Staff to use E-mail and phone communication in order to maintain a healthy relationship with parents.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Disseminate information to parents using Parent Resource Center, Connect-ED, and School's Web site	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

-The faculty and staff will educate parents (in-house) on the following programs and resources offered to the families in our community:

- Parent Portal

Evaluation

- PTSA and EESAC Membership
- Parent Conference Log
- Parent Attendance Log for Uniform Vote
- Parent Attendance Log for Parent/Student Orientations
- Parent Survey conducted in Back-To-School-Night
- Review of suggestions in Parent Resource Center

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Parental contacts will be the norm in order to improve school wide attendance. This will be done using a series options to reach parents including parent conferences, parental phone calls, Connect-Ed, and E-mail. Furthermore, students will also be made aware utilizing student orientations, classroom visits by Trust Counselor and Career Specialist, and following the Truancy Referral system established by the District. Since no previous data is available based on being a new school, in January, 2008, we will monitor and compare individual student attendance compared to last school year, and each student's individual performance by creating an in-house data base.

Measurable Objective

Given the importance on school wide attendance, Westland Hialeah Senior will reduce by ten percent the number of students that accumulated 15 or more absences during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Student/Parent Attendance Contract for all students to receive.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Divulge information pertaining to No Credit using Connect Ed once student has accumulated four (4) or more absences.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Truancy referrals will be completed in a timely manner.	Administrative Team	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide daily home phone contact for absent students utilizing Connect Ed	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Monitor the daily attendance bulletins, truancy reports, tardy reports, and teacher generated student referrals for attendance, by responding accordingly.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Attendance Procedures Training to all staff members, including clerical staff.

Evaluation

Westland Hialeah Senior will utilize the following methods of evaluation to increase school wide attendance.

- Daily attendance bulletin
- Attendance report from Electronic Gradebook
- Quarterly Attendance Ranking from District
- Parent Newsletter
- Parent Contact logs and SCMs for students with attendance issues
- FCAT AYP Attendance Results

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will promote the exchange of technology to foster education on a continuous basis.

Needs Assessment

The exchange of information in a 21st century school is a vital component of success. This is a vital component at Westland Hialeah Senior High School where technology will be state-of-the-art. Nevertheless, teachers will need Professional Development, in the use of Smart Boards, as each classroom will have access to such equipment to be used on a daily basis.

Measurable Objective

Given the emphasis of technology, all teachers will use a Smart Board in each of their classrooms, as evidenced by teachers completing a survey at the conclusion of the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development to teachers in the use of technology	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Designate a staff member as a liaison between staff and the computer specialist, to facilitate with Professional Development.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Conduct a needs assessment survey for teachers and administrators on technology usage.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide teachers with specific technology based lessons in order to integrate technology within the classroom.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide teachers with specific technology based lessons in order to integrate technology within the classroom.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Training for Teacher's to promote use of the Smart Board in classroom.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Training in the use of the Smart Board for all teachers.
 Training in the use of Electronic Gradebook.

Evaluation

Adequate progress will be verified by the use of Smart Boards by 100 percent of the teachers by completion of survey at the conclusion of 2007-2008 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

The Health/Physical Education program is implemented for students to develop and maintain life-long habits in fitness, physical training and health.

Needs Assessment

The needs assessment will be based on the FITNESSGRAM pre-test. Since the school's inception, all instructors would have been emphasizing cardio-vascular fitness.

Measurable Objective

Given the state and national emphasis on instruction based on the FITNESSGRAM program standards, 55 percent of our ninth and tenth grade students enrolled in Health/ Physical Education classes will receive a gold or silver FITNESSGRAM award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program in order to ensure proper implementation of assessment items.	Administrative Team	8/20/2007	6/04/2008	Healthcare & Healthy Choices	0
Administer FITNESSGRAM pre-test and post-test to determine baseline data.	Administrative Team	8/20/2007	6/04/2008	Healthcare & Healthy Choices	0
Establish daily instructional time, along with physical activities devoted to fitness and cardiovascular work-outs. Activities will promote flexibility, strength and endurance.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Increase level of awareness of physical fitness by developing action plan for Physical Education Department to promote and safeguard objectives	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM Test for 2007-2008
*National Association for Sports and Physical Education

Professional Development

Will attend district training on the Health/Physical Education Department in the FITNESSGRAM Program.

Evaluation

Evaluate the 2007-2008 FITNESSGRAM program results for tested students in comparison to Pre-Test given at the beginning of the 2007-2008 school year.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Increase student interest in the Health Science Academy, by disseminating information to current students and through the articulation process for all incoming students in the feeder schools.

Needs Assessment

Due to the fact that the school is in its beginning stage, many students are not familiar with the available options pertaining to electives and the school's Academies. Currently, our Health Science Academy has fifty students that are meeting one (1) or more of their requirements. To reinforce and actively engage our student population, the Health Science Academy will decipher information about its mission, hold meetings and help with the articulation process to the feeder schools, in order to increase student involvement in the academy.

Measurable Objective

Given the importance of increasing the number of students in the Health Science Academy, Westland Hialeah Senior will increase by 20 percent the number of students in the Health Science Academy. This will be evidenced by the number of students that will register with subject selection card for at least one (1) course in the Academy during the Articulation period of 2008-2009.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage students within the Health Science Academy to increase information dissemination regarding the Academy through the creation of a newsletter.	Administrative Team	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Provide student support for preparation of the articulation process in order to disseminate and market Academy information, requirements, and internship possibilities to incoming students.	Administrative Team	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Encourage students to present Academy fairs and programs marketing their respective career academy school wide.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Provide opportunity for students to attend medical entities and hospitals in order to enhance their overall awareness of the medical field.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Westland Hialeah Senior will utilize the Subject Selection Card to monitor the number of students registering in the Health Science Academy.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Westland Hialeah Senior will rank in the 90th percentile in the State's ROI index and cost effectiveness of its programs.

Needs Assessment

No previous scores available, since Westland Hialeah Senior is a new school.



School Improvement Plan 2007-2008



Measurable Objective

Westland Hialeah Senior will rank in the 90th percentile in the State's ROI index and cost effectiveness of its programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Florida Department of Education ROI Index

Professional Development

N/A

Evaluation

Use of the 2008 ROI results as an indicator.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

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

Graduation (High Schools Only) Statement

All students will graduate from high school within a four-year period.

Needs Assessment

Ninth grade students are receiving graduation requirements information through the Ninth-Grade Orientation courses. Through the two (2) identified Academies, students are participating in an eight (8) period schedule.

Measurable Objective

Given the number of students entering the ninth grade, 90% will continue working towards a high school diploma.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish Career Academies for students.	Administrative Team	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Enable academic counselors, as well as Career Specialist to meet with students continuously, pertaining to future options.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Implement "Tools for Success" Curriculum for all Ninth Graders	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0
Initiate a Parental Involvement Team, to call parents of ninth graders pertaining to attendance, discipline, tutoring, and upcoming events in order to promote short and long term success.	Administrative Team	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

Tools for Success – mandatory course for all ninth (9th) graders.

Professional Development

Tools for Success Training as mandated by the District.

Evaluation

- Monitor interim progress reports, nine (9) week grades, and credit histories.
- Credit Analysis Report

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Training:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Instructional Materials:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Technology:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Staffing:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Student Support Services:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Other Matters of Resource Allocation:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Benchmarking:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

School Safety & Discipline:

Due to the recent opening of Westland Hialeah Senior, establishment of the EESAC is under development.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	97489.39
Parental Involvement	500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Graduation (High Schools Only)	0
Total	97989.39



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent