



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: HIALEAH SENIOR HIGH SCHOOL

District Name: Dade

Principal: Lorenzo Ladaga

SAC Chair: Alejandra Lorenzo

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
 Commissioner**
 Florida Department of
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VISION/MISSION/BELIEF STATEMENTS

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement. Our staff is professional, creative, innovative, and supportive of each other and our students as well. Our most paramount priority is to facilitate student learning in the classroom by being consistent, setting high expectations, utilizing data driven assessment and instruction, aligning our goals and objectives, utilizing research- based initiatives. and continually striving for measurable academic excellence. Students are practically prepared for their future endeavors, are responsible, and take pride in their work. They are also respectful and responsible for their actions as educated citizens of the larger community. The academic, athletic, and activity programs at Hialeah High enable all students to seek, achieve, and share their loftiest aspirations.

The mission of Hialeah High School is to provide an academically and technologically challenging environment that will enable students to become confident, self-directed, lifelong learners in a rapidly changing world.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Hialeah High School, located in the northwest section of Miami-Dade County, is a comprehensive urban high school serving approximately 4,000 students. With the addition of the ninth grade from Hialeah Middle School in the fall of 2002, Hialeah High presently serves grades nine through twelve for the entire feeder pattern. The school is situated in the city of Hialeah in a lower-middle class community according to the 2000 Census. Both the school and community have undergone significant structural changes since its inception in 1954. Even then the school exceeded its original capacity. Throughout the years, portables were added to accommodate increasing enrollment. In 1997 a new science wing was added. During the 2002-2003 year, a state of the art four story annex building was added with appropriate hoopla at the east end of the campus. The 151,000 square foot building today accommodates over 1,500 students, and provides administrative offices, technology and science labs, enhanced music, drama, dance, and television production rooms, cafeteria, and media center. In 2004-2005 a new state of the art auditorium was inaugurated. The project was a joint venture effort involving the City of Hialeah, Metro Miami-Dade County Commission, the Miami-Dade County Cultural Affairs Council, and the Miami-Dade County School Board.

Student Demographics

Hialeah High School is a comprehensive urban high school serving approximately 4000 students. With the addition of the ninth grade from Hialeah Middle School in the fall of 2002, Hialeah High presently serves grades nine through twelve for the entire feeder pattern. The school is located in the city of Hialeah in a lower-middle class community according to the last Census in the year 2000. The school population is comprised of 93 percent Hispanic, 4 percent Black, Non Hispanic, and 3 percent White, Non Hispanic. Sixty three percent of the students are receiving free or reduced lunch. The mobility index is 24 percent with a graduation rate of 63 percent. The student population closely mirrors the demographics of the community and includes a significant proportion of new arrivals to the United States who have limited proficiency in English. Of the student population, 15.5 percent are Limited English Proficient (LEP) and are enrolled in the English for Speakers of Other Languages (ESOL) program. Additionally, nearly 12 percent of the student population is enrolled in the Special Education (SPED) program.

Based on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT),

50 percent of the students scored at Achievement Level 1 and 26 percent scored at Achievement Level 2 in Reading. Additionally, 26 percent scored at Achievement Level 1 and 27 percent scored at Achievement Level 2 in mathematics, and 59 percent scored at Achievement Level 1 in Science. Hialeah High services the following subgroups according to the guidelines of the No Child Left Behind (NCLB) Act: Hispanic, Students with Disabilities (SWD), Economically Disadvantaged (ED), and limited English proficient (LEP). None of these subgroups made Adequate Yearly Progress (AYP) on the 2007 administration of the FCAT as per the requirements of NCLB for 2007.

Teacher Demographics

There are 270 full-time staff employees at Hialeah High. The school employs a total of six administrators including one principal and five assistant principals. Three of these administrators are Hispanic, one is White Non-Hispanic, and one is Black Non-Hispanic. There are 168 teachers and 11 guidance counselors on staff. Forty six percent of the teaching/guidance staff has advanced academic degrees including three percent with doctorates in field. The school is home to 6 nationally certified educators. The ethnic diversity breakdown of the instructional staff (teachers/counselors) includes 23 percent Black, Non Hispanic, 56 percent White, Non Hispanic, and 88 percent Hispanic. The school also employs 14 clerical/secretaries, 28 custodians/service workers, and two zone mechanics. For the 2007-2008 school year, a total of 12 new positions were opened as a result of the implementation of the eight-period day. In addition to this, a total of 11 beginning teachers will join the faculty. There will also be openings for reading and math coach positions.

Unique Aspects: STRENGTHS

Hialeah High School has made progress in many areas over the past years. Our current model of instruction is composed of 12 career academies and five ninth-grade teams while intertwining and infusing departmentalized subject disciplines in a positive symbiotic instructional relationship. Five years of reform efforts have resulted in the formation of fifteen Critical Friends Groups (CFGs) including over 90% of the staff with trained coaches and facilitators by the Annenberg Institute of School Reform and Action Research Teams trained by the National Science Foundation/ Urban Systemic Initiative (NSF/USI), meeting monthly to collaboratively plan efforts to improve students' work and our school's overall milieu. Our School Improvement Plan (SIP) committee, Small Learning Communities (SLC) Leadership Team, Educational Excellence School Advisory Council (EESAC), and the Data Resource Team along with the administrative team, met weekly and monthly to identify needs. In addition, our Curriculum Council, comprised of teachers from all departments, academy leaders, and ninth-grade team leaders, meet regularly to exchange ideas. After many fruitful brainstorming discussions, the staff supported a school-wide reform effort focusing on infusing the ten principles of Coalition of Essential Schools, and the School to Career Initiatives into the curriculum, thus increasing the students' ability to utilize practical life skills effectively. This initiative encompasses the ten key practices found in the High Schools that Work national research educational reform model. This process helped prepare our students to meet the rigorous demands and challenges as citizens and competitive members in the business communities of South Florida and our nation.

Unique Aspects: AREAS OF CONCERN

As the challenges continue to further elevate the bar and meet all NCLB requirements in spite of economic and language barriers that are intensifying for our student population, the upcoming year poses new challenges for Hialeah High. The school's grade according to the A++ Plan has experienced a decline based on the 2007 administration of the FCAT. This is a major area of concern for the faculty and staff. In-depth analysis of student data will be conducted, and innovative instructional strategies will be used to address this concern during the upcoming school year. We

must continue to vigorously meet the challenges of continually improving and upgrading our reading, writing, math and science test scores, while preparing for social studies assessment looming in the horizon. We must continue to elevate the bar, raise our expectations and standards, and never accept mediocrity.

Other areas of concern relate to the students lacking the consistent academic reinforcement they need due to the relatively high mobility rate. English is not the primary language spoken in the predominance of households, and, therefore, many of the students' parents are not proficient in English and/or are not familiar with the educational system of this country. As a result, parents cannot reinforce their children's academic skills at home. It is to this end that Hialeah High must also increase its efforts to improve parental involvement through increased PTSA membership in order to communicate with parents regularly and familiarize them more with the educational practices of our school system.

There are also concerns regarding the installation of technology into the classrooms. Hialeah High was built in 1954 and, as a result, it becomes difficult at times to install technology into the classrooms located in the original building. The majority of the rooms have only one electrical outlet resulting in only being able to install one computer per room without breaking electrical and fire codes. For the 2007-2008 school year, a total of 13 teachers in 13 different rooms will be teaching intensive reading courses. At this point, five of the 13 rooms do not have computers. As part of reading improvement plan, the implementation to the Reading Plus software requires about 8 computers per room. It will be a great benefit to add computers to all of the intensive reading and intensive math classrooms. In the case of intensive math, none of the rooms have computers (7 teachers). It will also be of great benefit to get a computer lab up and running. A teacher or paraprofessional will need to be assigned to the room to supervise its usage and monitor maintenance.

The 2006-2007 Adequate Yearly Progress report also indicates that Hialeah High's graduation rate suffered a marked decline for the ESE (54% in 2005 to 34% in 2006) and the Economically Disadvantaged (62% in 2005 to 59% in 2006) subgroups resulting in a need to better monitor and assist juniors and seniors who are not meeting graduation requirements. An additional need also exists to further involve the parents in the above- mentioned student population.

Class Size/ Teacher-to-Student Ratio

In the general education program, the average class size for the school in 2006-2007 was 23.93, a decrease of 1.52 when compared to 25.45 in 2005-2006.

Attendance Rate

For the 2006-2007, the school indicated to have an average student attendance of 92.92%, indicating a 1.05% increase when compared to 91.95% in 2005-2006. The school attendance rate was lower than the average percentage for Region I and the District, both indicating to be at 94.96% in 2006-2007.

Promotion/ Graduation/ Retention Rates

Although the 2007 Adequate Yearly Progress Report (AYP) indicated that Hialeah High has maintained a graduation rate of 62% for 2005 and 2006, recent district data reveals a decrease in the school's graduation rate by 1.1% from 2006 to 2007 (62% to 61.3%). The AYP report also indicates that the graduation rate increased for the Limited English Proficient (LEP) students while decreasing for Students With Disabilities (SWD) and the Economically Disadvantaged (ED) subgroups. It is estimated that the recent FCAT requirements have heavily impacted our SWD and ED populations significantly, thus resulting in a need to better monitor and assist juniors and seniors who have not yet passed the FCAT exam. An additional need also exists to further involve the parents in the above mentioned student populations. Currently, strong measures are in place to improve school-wide attendance efforts for all subgroups in the 2007-2008 school year.

Feeder Pattern

Hialeah Senior High School serves as a "feeder" high school for the following schools: Filer Middle School, Hialeah Middle School, Amelia Earhart Elementary, Flamingo Elementary, James H. Bright Elementary, Meadowlane Elementary, North Hialeah Elementary, Palm Springs Elementary, and Mae M. Walters Elementary. Due to school boundaries, a small number of students transition to Hialeah High from Palm Springs Middle School which serves the Hialeah-Miami Lakes Senior High feeder pattern population.

Special Programs

In 2001-2002, Hialeah High commenced an Academies Program initiating an Aviation, Health and Human Services, and a Technical Arts Academy. In 2002-2003, the school added a Liberal Arts and a Business Management/Entrepreneurship Academy, and in 2004-2005 a Ninth Grade Academy was added. Presently, the school is continuing the Small Learning Communities concept that has four distinct smaller learning communities (Teams) in our Ninth-Grade Academy. The teams are comprised of teachers from all core content areas and are interdisciplinary in nature. The goal of the team is to ensure that students are exposed to and understand the relationship between discrete subjects and the relevance of various subjects to the real world. The current model of instruction is based on a career academy configuration linking content with a career. All ninth-grade students pre-select their career academy choice for grades 10-12. We presently have 12 viable working career academies. The staff also previously supported a school-wide reform effort that focused on infusing the Key Practices of High Schools That Work; The Ten Principles of Coalition of Essential Schools; Tech Prep/SCANS and other School to Career Initiatives. The staff recently approved a flexible eight-period day which will be implemented with the school's existing block schedule. Hialeah High is also home to seven diverse exceptional student education programs ranging from trainable mentally handicapped and autistic to gifted making up over 13 percent of the population.

The student population at Hialeah High is comprised of nearly 16 percent ESOL

students. As a result, a large Bilingual Curriculum Content (BCC) program is provided in science, social studies, mathematics, health and computer education for this population. In this program, students who are identified as Limited English Proficient (LEP), and are in their first two years of language instruction, are afforded the opportunity to receive instruction in their home language in order to ensure that academic progress in the core content areas continues. Successful LEP students are also enrolled in ESOL/BCC Honors courses to encourage and facilitate academic growth. Hialeah High also offers a Home Language Assistance Program (HLAP) which consists of a teacher providing additional support to LEP students who are enrolled in the general education program for core content instruction.

Hialeah High is also a Full-Service School which provides numerous health and social/psychological related services for students and community alike. As previously noted, the vocational, industrial, and trade programs provide 13 percent of the school population with work experience during or after school. The following Extended Learning Opportunities exist at Hialeah High: Hialeah High Adult partnership programs with make up courses and FCAT and SAT training programs; Saturday School FCAT preparations and SAT preparation programs; Student Tutorial Programs; Before, during and after school tutorial programs; pull-out programs; after school individualized staff tutorial programs.

Hialeah High also offers a wide range of Advanced Course Initiatives & Post Unitary Commitments. The school offers 18 different advanced placement courses for student participation. Over 70 percent of all graduates attend post secondary education programs. In the past few years the school reported a record of over 6.5 million dollars in scholarship money. Over 20 Hialeah High students have received acceptances to Ivy League institutions, with 11 Silver Knight awards over the previous five years. The school has garnered numerous local, state and national scholarship awards for students over the past few years including National Gates Millennium, Coca-Cola Foundation, Hispanic Heritage, Ford Foundation, Nuestro Orgullo De La Juventud, National Merit, National Hispanic Scholars, and a myriad of additional major awards.

During the summer of 2007, Hialeah High qualified to become a Title I school which is a federally-funded educational enhancement program that provides supplemental educational services to students in the Economically Disadvantage (ED) subgroup. These special funds will assist the school in providing support for students targeted as low performing in reading or math.

School Community Relations/ Partners

The Hialeah High community has been a most supportive and viable cog resulting in the significant improvement in student achievement. The City of Hialeah and Recreation Department has a partnership with the school providing unique employment, community service, and internship experiences. An additional partnership with Miami-Dade College North Campus has brought numerous programs, workshops, and joint presentations for students and teachers. The Writing partnership with Miami-Dade North resulted in a district Best Practice Award. The City of Hialeah has also initiated a unique partnership with our senior class helping to provide senior internship experiences for the school's seniors. Over one hundred

business and community organizations have accepted student interns over the past eight years. The city government and local district, state, and nationally affiliated politicians have assisted in raising significant funds in support of our debate, ROTC, music, athletic, and co-curricular programs. Local businesses and community organizations have supported the school's closed campus lunch program. The Hialeah Police Department has always been extremely supportive of the school leading to a safe, existing school milieu.

Grants

Presently, the school is implementing a national Department of Education Small Learning Communities (SLC) Grant that has added four distinct smaller learning communities (Teams) to our Ninth-Grade Academy. As a result of a Department of Education Grant, Hialeah High has four pure Ninth Grade Teams named after Triple Crown Horse Racing Champions coinciding with the school's thoroughbred mascot name including: Affirmed, Citation, Secretariat, and Seattle Slew. Staff members meet and jointly plan twice monthly. The teacher teams also provide a daily after-school advisement and tutorial service for their students. Teachers in the team will also share a common planning period that will be used for collaboration and improving student achievement. A Freshman Checklist and guide with a corresponding curriculum packet have been devised to provide relevant information for incoming freshman. The teams have their own t-shirts, logos, and incentive awards program. The ninth-grade teams have sponsored and coordinated for the past two years a successful Summer Intercession Orientation Camp for over 350 feeder pattern school students. The camp has provided career, communication, conflict resolution, college preparatory, and test taking and preparation skills. In addition, the grant has allowed for the implementation of a Senior Research Project that includes a career-issue research paper and a power point presentation implemented as a senior requirement. All seniors are also required to complete an internship or career experience in order to achieve academy completion and graduation and participate in an annual Academy Walk Program.

SCHOOL MATCH

Hialeah Senior High School has chosen to work in collaboration with Miami Springs Senior High School located in Region III of Miami-Dade County Public Schools. Miami Springs recently dropped from a grade of “B” in 2006 to a “C” in 2007. Despite the overall recent drops in school grades due to the state’s increasing demands, Miami Springs has maintained stronger math and writing scores than many high schools nearby. The student population at Miami Springs is diverse with 48% Free and Reduced Lunch and 94% Minority Rate. It also shares similarities with Hialeah High in most of the predominant NCLB subgroups, student mobility rates, pupil/teacher ratios, and now similar numbers in student population.

The leadership team at Hialeah Senior High School will visit Miami Springs and participate in collegial conversations with the administrative and leadership staff, collaborate with teachers in developing math and writing strategies, and observe how they align their curriculum and instruction in their classrooms to the standards assessed on the FCAT.

As a result of the collaboration with Miami Springs, Hialeah High expects to develop productive writing and math strategies that the ninth- and tenth-grade teachers can incorporate into their instruction, increase the percentage of students making math learning gains, increase the percentage of students meeting high standards in writing, and have the ninth- and tenth-grade teams develop interdisciplinary units of study that incorporate reading and writing across the curriculum for all subgroups.

QUALITY STAFF

Highly Qualified Administrators

Ladaga, Lorenzo, M.S. degree in Educational Leadership. Certifications: Educational Leadership (all levels), Biology (9-12), Reading (K-12). Mr. Ladaga became principal of Hialeah Senior High School in August of 2003. Previously he was the principal at Jose Marti Middle for two years from 2001-2203. He has been in education for 29 years were he taught Biology, A.P. Biology and BCC Biology. Mr. Ladaga also served 6 years from 1995-2001 as an assistant principal at Miami Coral Park Senior.

Cabrera, Verena, B.S. and M.S. in Mathematics Education, Ed. D. in Educational Leadership and Administration. Certifications: Education Leadership (All Levels) and Mathematics (6th-12th). Dr. Verena Cabrera has twelve years of educational experience. During her tenure with M-DCPS, Dr. Cabrera worked as a mathematics teacher for 8 years and was hired as an Assistant Principal in August 2003. As an assistant principal, Dr. Cabrera has supervised the implementation of the Reading Comprehension Plan, Intensive Reading Program, and development of the master schedule. Dr. Cabrera has also supervised the Beginning Teacher program, Truancy Program, and school-wide attendance.

Donohue, Jr., John J, B.A. in Sports Administration, M.A. in Sports Medicine, Ed. S. in Computer Education and Coursework in Educational Leadership. Certifications: Educational Leadership (All Levels), and Biology.

Mr. Donohue was hired as an assistant principal in September 2001. He has 25 years of experience as an educator in M-DCPS. He taught Biology, Anatomy & Physiology, Environmental Science, and Earth / Space Science while also serving as a Head Athletic Trainer. During Mr. Donohue's first administrative experience in 2001 at Madison Middle School, he was part of a brand new administrative team that effectively changed the school culture and climate to the extent that the school grade was raised. He assisted in implementing "FCAT 40", a daily 40-minute period in which the entire school population was working on pre-packaged SSS activities designed to move all students' scores on Math and Reading FCAT assessments. While at Hialeah, he was responsible for the FCAT Enhancement Program, consisting of after school tutoring, Saturday School classes, and peer tutoring. He helped identify 11th grade students that were not assigned to a science class during their regular 6-period day, and encouraging those students to take part in the FCAT Enhancement Program.

Germeus, Harry, B.S degree in Business Administration, M.S. in Educational Leadership. Certifications: Mathematics (6th-12th), Education Leadership (All Levels).

Mr. Harry Germeus has eleven years of educational experience. During his tenure with M-DCPS, Mr. Germeus has worked as a secondary mathematics teacher, served as mathematics department chair, team leader, Discipline Committee Chairperson, Technology Committee Chairperson and Attendance Committee Chairperson. Mr. Germeus also served as an administrative assistant and as a math coach for two years, respectively. He was the 1996 Beginning Teacher of the Year at Miami Edison Middle School and was also selected for Who's Who Among America's Teachers.

Iber, Alberto, B.S. in Mathematics Education, M.A. in Educational Leadership. Certifications: Education Leadership (All Levels), Mathematics (6th-12th)

Mr. Iber has worked for Miami-Dade County Public Schools (M-DCPS) for the past

14 years. He began working as a mathematics teacher in a high school for seven years teaching a variety of students at different math levels. He later became an Assistant Principal at a middle school where he worked for three years. He was in charge of the Exceptional Student Education program, property control, facility, security monitors and technology. In his second year, he took over as the Curriculum Assistant Principal and oversaw the entire scheduling, orientation and articulation program. After establishing himself as an assistant principal, he was transferred to Hialeah Senior High School as the Assistant Principal for Curriculum. After one year at Hialeah High, Mr. Iber was appointed the Principal's designee. As designee, he dealt with school-wide curriculum issues, budgetary concerns, plant operations, attendance and property audits.

Sarmiento, Robert: B. S. in Mathematics Education, M.S. in Guidance and Counseling.

Certifications: Education Leadership (All Levels), Guidance and Counseling (PK-12th), Mathematics (6th-12th). Mr. Sarmiento was hired as an assistant principal in December 2006. He has 18 years of experience as an educator in M-DCPS. He taught mathematics for five years to low and high achieving students (High School Competency Test (HSCT), honor level courses in Algebra I and II, Geometry, etc.), and worked as a guidance counselor for over 12 years where he facilitated the acquisition of competencies by students in personal/social, educational and career development. He developed educational and career plans with the collaboration of teachers, staff, and parents to meet students' educational needs and assist them in making transitions. As the guidance chair, he supervised a comprehensive guidance program where he worked in collaboration with administrators, teachers, counselors, and other school leaders in developing strategies to assist low-performing students improve academically and ultimately meet state graduation requirements and further their educational plans. He specifically assisted in identifying and scheduling ninth-grade students with FCAT achievement levels 1 and 2 into reading courses that would help them achieve high performance standards (Level 3 or above). He also assisted in identifying and motivating struggling students in the lowest 25 percentile in Reading and math and helped them be placed in extensive tutorial programs which included pull-out tutoring during the regular school day as well as before and after-school programs.

Recruitment/Retention of Highly Qualified Teachers

Recruitment/Retention of Highly Qualified Teachers

In addition to utilizing the district's personnel advertising process for vacant positions online, Hialeah High School (HHS) involves their administration and many of the school leaders to conduct ongoing interviews as needed to recruit highly qualified teachers. Teacher selection is carefully linked to academic needs. Prior to the interviews, general guidelines--outlining do's and don'ts, types of teachers to look for, things to listen to, etc.---helping to select and allocate teachers based on a match to school goals are provided to the interviewers. The interviewing process usually entails a comprehensive question-and-answer session that assists interviewers in selecting the best possible candidate for the position. Additionally, Miami-Dade County Public Schools (M-DCPS) is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. The Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities are working to recruit and retain highly qualified educators for the students of M-DCPS.

The principal at Hialeah High School has worked to ensure that teachers work in a pleasant and professional environment where they and their students feel safe and comfortable in a disciplined surrounding. This type of environment has helped retain highly qualified teachers as well as encouraged new ones to apply and work at Hialeah High. The administrative team also exercises a leadership role in fostering continuous curriculum evaluation and change by encouraging teachers to continuously evaluate existing programs and implement innovations deemed necessary to provide the best possible instructional program. To ensure the retention of reading teachers, administrators also become involved in the ongoing progress of their departments by demonstrating interest and willingness to assist teachers by offering constructive suggestions, sharing latest research findings relating to contemporary techniques, and providing time for teachers to participate in professional development activities to strengthen the knowledge base in reading.

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Hialeah High School's leadership team will be composed of the school administrators, reading, math and science coaches, testing chair, SLC Coordinator, academy leaders, and department chairpersons. The HHS Team will be utilizing the Florida Eight- Step Continuous Improvement Model (FCIM) for the 2007-2008 school year.

1. Data Disaggregation – Providing teachers with the data in a timely manner is a critical part of this process. After school FCAT results are disaggregated in spring by student groups, the school's leadership team will convene to analyze school grade data, student achievement data, and individual teacher data. School grade data will be reviewed with the entire faculty at the opening of the 2007-2008. In addition, teachers will meet by department or subject area to individually review individual student performance data.

2. Development of Instructional Time Line -- Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long will it take for instruction to be delivered. The leadership team, using the M-DCPS Pacing Guides, will create instructional focus calendars to address the areas where the greatest number of students shows a need for improvement.

3. Delivery of Instructional Focus – the leadership team will ensure that a high-quality and rigorous curriculum be delivered to the students based on their needs as noted on the data analysis. An instructional focus sheet stating the objectives, target areas, instructional and assessment dates will be distributed and followed by each teacher. At any given time, anyone can know which objectives teachers are currently working on and the time period when they will be taught.

4. Frequent Assessments-- Frequent assessments will allow teachers to detect and correct problems early. Student progress will be monitored by conducting the district's FCAT interim assessments (Oct., Jan., and May) and scheduled in-school bi-weekly assessments in reading and tri-weekly assessments in mathematics and science. Teacher-made assessments aligned to the Sunshine State Standards benchmarks will also be conducted according to the instructional focus calendar. The results of these tests will enable the school's leadership team and instructional personnel to effectively disaggregate data and make informed decisions regarding teaching, student learning, and professional development opportunities.

5. Tutorials—frequent tutorial or remediation activities for reading, mathematics, and science will be provided both during and after school and on Saturdays. Assessment results will determine the placement of students. Students who fail an assessment will attend tutorial groups focusing on the re-teaching of non-mastered target areas. Administrators, teachers, reading, mathematics, and science coaches will be involved in the Saturday Academy and after school tutorials.

6. Enrichment—To sustain learning, enrichment for objectives that have been mastered will be provided to students. The Media Center will be available for students before school, during class time with special permission from the teacher, during lunch, and after school. Computer software programs will be available to help students further prepare for the FCAT. The media center also offers an extensive library orientation to ninth grade students which incorporate numerous FCAT strategies including a variety of contests throughout the school year to promote

reading. Also, book talks are conducted for all classes with special emphasis on the intensive reading classes.

7. Maintenance—Administrators as well as the reading, mathematics and science coaches will be involved in formal and informal reviews with teachers throughout the school year. To ensure that students retain what they have learned, necessary instructional materials will be provided for ongoing maintenance and re-teaching of objectives.

8. Monitoring— The principal and assistant principals will monitor the implementation of data analysis, quality instruction, compliance to the instructional focus calendars aligned to the district's Pacing Guides, and the tutorial and enrichment programs. Monitoring of classroom and school-wide progress will also be conducted on a daily basis.

The school leadership team will continuously evaluate the overall implementation of FCIM regarding its effectiveness and feedback will be provided from each member at every scheduled monthly meeting. Results of the analyses made from the district's interim assessments, scheduled in-school departmental assessments, and other in-class assessments will enable the school leadership team to make decisions regarding professional development opportunities.

Communication with Parents

Hialeah High provides a varied and extensive communication plan for parents including:

- *An annual 9th grade orientation program
- *Regular PTSA meetings with announcements and flyers marketing the meetings
- *Detailed parent newsletters and flyers mailed to every parent including a Spanish translation
- *SACS newsletters
- *Phone calls and home visits from social worker
- *Phone calls from teachers and administrators as needed
- *Scheduled administrator, counselor, and teacher conferences throughout the school year to inform parents of students' academic progress and excessive absences
- *Outdoor electronic message board for the entire community
- *School's website
- *Annual open house
- *Electronic parent caller (Connect-ED) providing information about testing dates, absences, tutoring services, and various programs offered throughout the school year to help students advance academically.
- *School's newspaper, The Record, including a Spanish translation.
- *Weekend parent and community guidance and counseling communication days at the local Westland Mall.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Not Applicable

Teacher Mentoring

Hialeah High School has a comprehensive teacher mentoring program which facilitates professional growth for its beginning teachers and provides ongoing support and guidance for both beginning teachers and teachers in need of improvement. The program strives to involve new teachers in the school-wide professional community and attempts to identify and address teacher needs, modifying support as soon as those needs are identified.

Once new teachers are hired, they are scheduled to attend both District and on-site orientations familiarizing them with both Miami-Dade County Schools' policies and procedures as well as those of Hialeah High School. Each teacher is assigned an onsite mentor, an experienced, high-performing teacher who has been trained in mentoring protocol. Following a prescribed mentoring format, the mentor will work with the beginning teacher for the entire school year and must document both the areas discussed and the hours spent in the mentoring process. Additionally, as there are a number of Nationally Board Certified teachers on staff, they consistently mentor both beginning teachers and teachers in need of improvement and support as well. Finally, each teacher new to the school, is encouraged to join a Critical Friends group, a group of 10 to 15 teachers from across the curriculum, who meet regularly and examine teacher practice and student work, and who collaborate on improving student achievement.

On their first onsite day, new teachers are provided a comprehensive beginning-teacher handbook which includes all relevant calendars, requirements, and protocols they must follow, in addition to a variety of tips and strategies for accomplished teachers that are helpful to beginning teachers. Once a month, starting on the first onsite day, all beginning teachers attend a group beginning teacher meeting so that they can find support, work collaboratively with their peers, and resolve any and all concerns they may have. They are required to attend these meetings and receive Master Plan points for their participation. Teachers are also required to attend workshops on Excelsior Gradebook, and IPEGS, our new teacher evaluation instrument. Beginning teachers who are in need of support and improvement can obtain help from their individual mentors, their peers from the beginning teacher monthly meetings, Nationally Board Certified teachers, their Critical Friends group members, and any administrator. All beginning teachers and teachers in need of improvement are encouraged to take advantage of professional development workshops and in-services and are provided leave time when applicable.

Persons Responsible for Administering the Program

The Assistant Principal for Curriculum oversees the Beginning Teacher program. She assigns the mentors to the teachers, works with the coordinator of the beginning teacher meetings to set the agendas and determine the schedule, and monitors the logs maintained by the mentors. She also coordinates any other professional development activities for the beginning teachers.

Low Performing Teachers

Assistant principals monitor beginning teachers and identify low performing teachers by classroom observations and walk-throughs. Once low performing teachers have

been identified, administrators work together to develop strategies to assist the teachers. Additional high performing teachers are assigned to assist teachers who are having problems, workshops are recommended, and the teachers are encouraged to attend whatever professional development activities available that are relevant to their specific professional needs.

Mentor-Mentee Selection

Teachers are assigned onsite mentors who are high performing teachers who teach, or are certified in, the same subject area as the beginning teacher. They are teachers who have strong interpersonal skills, a deep understanding of content area, evidence of outstanding instructional practice, experience working with adult learners, and a commitment to ongoing learning. This year, mentors must also complete Introduction to Instructional Mentoring, and can mentor only two beginning teachers. Additional teachers will qualify in the upcoming months.

Mentees-Mentors

Dara Boyce---Lourdes Kisich
 Janette Brito---Anita Marti
 Olga Cabalgar---Maria Salazar
 Gabriel Cabrera---Michael Fulton
 Manuel Castro---Barbara Cornacchia
 Maria Donohue---Lourdes Kisich
 Penhallow Dyer---Carlos Draschner
 Shawda Elizando---Elaine Van-Nostrand
 Gina Flores-Terry---Anita Marti
 Carmen Garabal---Bertholly Lafrance
 Adriana Guevara---Elaine Van-Nostrand
 Katrina Herring---Alfredo Granado
 Jadine Lee---Elizabeth Fernandez
 Danny Mayorga---Ada Nunez
 Yennifert Mejia---Alfredo Granado
 Mabel Mir---Gary Graff
 Natalie Paul---Bertholly Lafrance
 Carlos Ponce---Michael Fulton
 Arleen Ratcliff---Eric Richey
 Javier Sassieta---Gary Graff
 Italo Siervo---Barbara Cornacchia

Mentoring Activities

Responsibilities:

- Meet with mentees on a regular basis
- Assist with self-assessment and development of Professional Development Plan
- Assist with development of long and short range plans, classroom management skills and instructional strategies

- Provide curriculum resources
- Assist in the analysis of student data
- Observe and conduct informal evaluations of beginning and low performing teachers

All mentors receive two days of training in the Introduction to Instructional Mentoring course. Mentors will be compensated after complying with the following recommended schedule:

August – October: 2 hours per week

November – January: 1 – 2 hours per week

February .5 - 1 hour per week

March – May 45 minutes per week

Beginning teacher meetings: 90 minutes, the third Wednesday of every month.

Areas covered:

Overview of school policies and procedures

Lesson plans

Teaching strategies

Learning styles

Collaborative learning

Assessment

Classroom management

Copyright

Safety issues

Parental Contact and Community Involvement

Ethics

Expected Results

- 100% of beginning teachers will be assigned a mentor and will work with the mentor for the entire school year as measured by the mentors' logs.
- Beginning teacher meetings will have a 95% attendance rate, verified by attendance logs.
- 100 % of beginning teachers will finish the school year with acceptable evaluations as measured by their Summative Evaluations.
- 100 % of beginning teachers will return the following school year.
- 100% of new teachers will participate in a Critical Friends Group.

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

Hialeah High offers a diverse array of after school, summer, and extended day learning opportunity programs for the students. Below are a brief description of each of those programs:

- *Hialeah Adult School provides a complete curriculum of high school courses necessary for students to make-up for graduation or receive remediation.
- *Hialeah High Adult School also provides FCAT and SAT preparation courses on campus.
- *The Hialeah High/Hialeah Adult School Extended School Day collaborative program allows for Hialeah High day school students to attend a seventh period FCAT/Sunshine State Standards course in reading, writing, mathematics, and science as necessary for all level one and two students. The program has been recognized for significant measurable improvement results especially on the FCAT exam.
- *Saturday School FCAT and SAT prep program in session on a weekly basis throughout the year.
- *After School ESOL Staff Tutorial Program fro FCAT in all subject disciplines.
- *Before and after school student peer tutorial program infusing over 10 school organizations.
- *Student originated internet website tutorial programs for peers.
- *Yearly summer four week summer program emphasizing FCAT related skills.
- *Before and after school computer FCAT program through the media center.
- *SAT prep program intertwining and utilizing nearly 100 SAT Books through the media center

Research-Based Learning Programs

All Level 1 (decoders) and 2 students will be homogeneously grouped into intensive reading classes by academic grade level and FCAT level. These students will be using the Reading Plus software and the Jamestown Timed Readers. Level 1 students who are non-decoders will be placed into Intensive Reading Plus classes in accordance with the 2006-2007 results obtained from the Diagnostic Assessment of Reading (DAR) administrations. These students will be using the research-based Read 180 software program. The Gates-MacGinitie will be used to determine overall reading, vocabulary, and comprehension levels and to drive whole-group, teacher-directed instruction. This assessment tool will be administered in conjunction with the San Diego for students scoring at a 3.9 grade level and/or below in order to determine the need for placement into the Intensive Reading Plus classes (for non-decoders).

Expected Results

Students attending these extending learning opportunities are expected to improve their comprehension and problem skills as well as develop their foundational fluency skills. They will also an increase in learning gains that correlate to the time spent in each class.

Descriptions of Formative and Summative Evaluations

Summative evaluations include the district's FCAT interim assessments (Oct., Jan., and May) and scheduled in-school bi-weekly assessments in reading and tri-weekly assessments in mathematics and science. Formative assessments will include various in-school teacher-made tests used to determine if the student has mastered a certain skills, e.g. cluster mini-assessments. The success and impact of the tutorial programs will be evaluated through the implementation of bi-weekly assessments in the students Language Arts and Reading courses and tri-weekly in Mathematics. These assessments will be in line with the respective instructional focus calendars.

CRP #8. High School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

At Hialeah High, professional development on differentiated instruction will provide support and modeling of a variety of instructional models which will comprise of learning accessibility for all student types, methods to assist low-level learners, and differentiated instruction lesson design that

will include large-group techniques. It will assist teachers in adjusting content, process, and product in response to student readiness, interests, and learning profile. The main idea of the staff development opportunities is for teachers to understand, appreciate, and build upon student differences. Staff development will also focus on cooperative learning, flexible grouping practices, challenges found in the heterogeneous classroom and CRISS strategies. To further enhance instructional strategies, teachers will receive training in how to provide meaningful work to students when they are not actively engaged in classroom activities (e.g. when they finish early, are waiting for further directions, are stumped, or when the teacher is working with other students).

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Utilizing the 2007 FCAT results and the District's Student Performance Indicator (SPI), the school leadership team will analyze school grade data, student achievement data, and individual teacher data to make informed decisions regarding instructional delivery and student learning. The use of Edusoft and the implementation of the Florida Continuous Improvement Model will enable the leadership team to review and analyze disaggregated data from the district's interim assessments, school departmental assessments and teacher-made tests to make decisions regarding teaching and student learning. Data will be shared with staff members at faculty, grade level team, departmental, and EESAC meetings. Reading, math, and science coaches will use the analysis of the data to assist teachers in aligning instruction with student needs.

To introduce the entire school staff into the vital steps important to the implementation of the Florida Continuous Improvement Model, teachers will participate in a hands-on activity at the beginning of the school year (August/September) through their departments that will utilize the DART model to analyze the 2007 FCAT data results.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Formal:

*FCAT in March

*District interim FCAT practice assessments administered in October, January, and May.

Informal:

*In-school or departmental assessments – ongoing

*Teacher-made tests -- ongoing

*Progress monitoring through bi-weekly or tri-weekly assessments as part of the Continuous Improvement Model

*Journals to provide writing samples -- ongoing

*Math activity sheets aligned to SSS benchmarks -- ongoing

*Observation and questioning for keeping track and checking-up -- ongoing

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

*Intensive Reading Courses- Read 180 and Reading Plus

*Intensive Math Courses- Grade Level specific AMSCO text and FCAT Coach

*Use of multiple texts and supplementary materials

*FCAT Explorer

*One-on-one individual teacher instruction

*Interest or learning centers in the classroom

*Hands-on instructional activities

*Peer tutoring

*Cooperative Learning Groups with flexible grouping practices to allow for a differentiated classroom.

*Complex instruction (for the differentiated classroom) -- a form of cooperative learning that uses multiple intelligences and positive group experiences while making certain assumptions about why children participate.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

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

Different Innovative Approaches to Instruction

Schools Graded "C" or Below

(Alternative Instructional Delivery Methods); Goal: Reading (Strategies); Goal: Mathematics (Strategies)

Responsibility of Teaching Reading for Every Teacher

Goal: Reading (Strategies)

Quality Professional Development for Teachers and Leaders

Quality Staff (Recruitment/Retention of Highly Qualified Teachers)

Small Learning Communities (SLC)

School Profile Demographics (Grants)

Intensive Intervention in Reading and Mathematics

Goal: Reading (Strategies); Goal: Mathematics (Strategies)

Course Choice Based on Student Goals / Interests / Talent
School Profile Demographics (Special Programs)

Master Schedules Based on Student Needs

Hialeah High's Master Schedule is designed to accommodate the requirements of a public high school guided by state and district requirements: to schedule classes, instructors, rooms, and special needs of children in the most efficient means possible. The master schedule is based upon student requests for particular courses. Student assignment to courses is based on the academy that the student has selected. The Master Schedule was designed to remediate struggling students in the areas of reading, mathematics, and science. A total of 13 teachers were assigned to the reading department where they will remediate the low-performing students. Mathematics teachers were selected to remediate low-performing students with intensive mathematics courses. Bi-weekly benchmark assessments will be administered to continuously monitor improvement.

Parental Access and Support

Additional Requirements (Communication with Parents)

Applied and Integrated Courses

School Profile Demographics (Special Programs)

Academic and Career Planning

School Profile Demographics (Special Programs and Grants)

GOALS

Goal:	Reading
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Needs Assessment The 2007 FCAT data results indicate that Hialeah High did not meet AYP Reading requirements for any subgroup. The percentage scores for students reading at or above grade level by subgroup are as follows: Total-24%; Hispanic-24%; Economically Disadvantaged-23%; Student With Disabilities (SWD)-7%. No percentage data was indicated for Limited English Proficient Students (LEP). The 2007 FCAT data reveals that the lowest area of performance was Reading. Although the percentage of students meeting high standards in reading remained the same from 2006 to 2007 (28%), the percentage of students making learning gains decreased by 9 percentage points (from 51% to 42%). The worst hit grade level was 11th with only 23% meeting high standards. Likewise, the percentage of students making learning gains in the lowest 25% decreased from 2006 to 2007 by 4 percentage points (from 52% to 48%), therefore not meeting adequate progress in reading for the year. With the AYP requirements increased to 58% for 2008, the need to increase the scores is further intensified. Furthermore, analyzing student performance by reading content cluster, a major increase is noticed in some areas while a decrease in others. Ninth-grade data reveals that the Reference/Research cluster was the only cluster that indicated a decrease in percentage of students obtaining correct answers, thus showing a 20% decrease from 2006 to 2007 (55% to 44%). Great emphasis was placed on Words/Phrases and this area did increase dramatically in the number of students obtaining correct answers (50% in 2006 to 83% in 2007). Tenth-grade content cluster data reveals that the biggest drop of students obtaining correct answers was in the Main Idea/Purpose cluster, showing an 11% decrease from 2006 to 2007 (56% to 50%). Words/Phrases (50%) and Ref./Research (56%) clusters maintained the same percentages for 2006 and 2007 of students obtaining correct answers.

Objective

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grades nine and ten will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Hispanic students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Limited English Proficient students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Students With Disabilities in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, students in grades nine and ten scoring in the lowest 25th percentile will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given NCLB attendance requirements, Hialeah High will increase the attendance percentage of Students with Disabilities tested on the 2008 FCAT Reading exam as compared to the percentage of Students with Disabilities tested in 2007 (93%) by 2% to at least 95%, thus meeting AYP requirements.

Strategies

1. Develop a school leadership team to analyze school grade data, student achievement data, and individual teacher data and make informed decisions regarding instructional delivery, student learning, professional development opportunities, and progress monitoring. The team will consist of the principal, assistant principals, reading, math and science coaches, testing chair, SLC Coordinator, academy leaders, and department chairpersons.
2. Utilize the Eight-Step Instructional Process of the FDOE Continuous Improvement Model (FCIM) to address school-wide deficiencies and ensure that quality instruction and student learning takes place in every classroom. Implementation of FCIM will enable the school leadership team to disaggregate data from the district's FCAT interim assessments (Oct., Jan.), and scheduled in-school departmental bi-weekly assessments. Other teacher-made quizzes/tests aligned to the Sunshine State Standards benchmarks will be created to monitor student progress. The leadership team will create instructional focus calendars aligned with the M-DCPS Pacing Guides to state the objectives, target areas, instructional and assessment dates that must be followed by each teacher.
3. Implement the use of Edusoft data management system to score assessments and generate disaggregated data reports to monitor efforts and provide detailed results for staff and student use. Data will be shared with staff members at faculty, grade level team, department and EESAC meetings. Reading coaches will review data and assist teachers in aligning instruction with student needs.
4. Utilize the district's Student Performance Indicator (WSPI) to identify students' strengths and weaknesses and use the available data to drive instruction. All content area teachers will be trained to use WSPI during the first month of the school year.
5. Infuse CRISS and reciprocal teaching strategies, and reading across the curriculum in all courses including all subgroups to provide students with the opportunity to build on prior knowledge and apply concepts learned. All teachers in Hialeah High who have not been trained in the use of CRISS

strategies will be trained throughout the school year. All previously CRISS-trained teachers will also receive a refresher training session.

6. Develop and implement an extensive before school, after school, and Saturday tutorial program that will expand upon strategies being used within the classroom. Students in all curriculum groups, particularly students identified as participating in the Hispanic, ED, LEP and SWD subgroups, will be targeted for participation. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness. Peer tutorial services and a student buddy system will also be provided for students with honors or advanced placement students daily.

7. Provide students scoring at FCAT Level 1 and 2 in all subgroups with direct reading instruction through intensive reading classes. All Level 1 and 2 students will be homogeneously grouped by academic grade level and FCAT level and will be scheduled in either an Intensive Reading or Intensive Plus Reading class depending on their assessed academic need. Level 1 students identified as being deficient in decoding skills are enrolled in Intensive Reading Plus and will utilize the READ 180 software. These students will receive instruction from the same teacher in both their English and Intensive Reading Plus classes. Each day teachers will follow the Comprehensive Research-Reading Plan classroom framework which entails whole-group direct instruction and differentiated instruction. All Level 1 and 2 students will be utilizing research-based program Reading Plus, Reading Advantage, and the Jamestown Timed Readers. The Reading Plus program is a comprehensive software solution for reading assessment and improvement that develops foundational fluency skills. Jamestown Timed Readers comprises a series of texts with reading passages that are also designed to build fluency.

8. Share best practices at department meetings to improve the level of instruction in regular classes and thus increase rigor. Discuss departmental strategies to identify students (e.g. FCAT Level 3 or higher) who have the potential to succeed in more advanced classes to enroll in more challenging courses for the following year.

9. Provide extended-learning reading instruction activities for all 11th and 12th grade FCAT re-takers through a Saturday Academy administering pre and post tests to monitor the instructional needs of the students.

10. Implement an intervention program that includes in-school pullout tutorials for students in the lowest 25% in reading in all subgroups utilizing data gathering and technology enhanced assessment (and instruction) to measure student gains.

11. Provide inclusion support to Students with Disabilities (SWD) in need of more intensive reading assistance. Using the co-teaching and consultative inclusion models, SWD will receive in-class support provided by a SPED teacher in small group settings. Due to the small classroom setting, the inclusion model is a successful way of providing all students with the

appropriate differentiated instruction needed for reading instruction. All Intensive Reading and Intensive Reading Plus classes will include Students with Disabilities who meet the same criteria as students without disabilities.

12. Provide opportunities for reading teachers and the reading coach to present model lessons, planning techniques, reading task card and reading log implementation, and other individualized diagnostic prescriptive assessment strategies for the entire staff.

13. Provide weekly timed content area reading assignments with FCAT style assessment in all subject disciplines across the curriculum.

14. Provide timely telephone, written, and follow-up personalized contacts with Students With Disabilities (SWD) and their parents, along with positive incentives and consequences, to ensure improved FCAT test attendance from SWD students.

15. Establish a school-wide reading incentive and marketing program including a monthly Star Reader Award Program, a school-wide vocabulary Word of the Day, a staff-driven literacy committee, an EESAC parent/community literacy team, and an adult education afternoon and evening reading tutorial courses all involving the community, media center, adult school, and parent stakeholders.

16. Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in reading to standardize the conversations regarding data-driven instruction.

Evaluation

Hialeah High will implement and utilize the following formative and summative reading evaluation:

- *2008 FCAT Reading Test
- *Interim Reading Assessments
- *Gates-MacGinitie
- *San Diego
- *Florida Oral Reading Fluency (FORF) Measures
- *In-school bi-weekly benchmark assessments
- *Comprehensive Reading Plan Logs

Research-based Programs

- *Reading Plus
- *Read 180
- *Timed Readers by Jamestown
- *Project CRISS
- *SIPPS
- *Reading Advantage
- *Diagnostic Assessment of Reading (DAR)
- *Amsco School Publications

Professional Development

Professional development activities will be scheduled on-site for the faculty and administration and will be provided in the following areas:

- *Use of the Student Performance Indicator (WSPI) and Edusoft
- *Integrated Academy Curriculum
- *CRISS Training
- *Differentiated Instruction
- *Continuous Improvement Model
- *Writing Across the Curriculum
- *National Literacy Training Sessions for Small Learning Communities
- *Just Read, Florida! Professional Development Opportunities
- *Provide opportunities for teachers to participate in various workshops related to reading instruction (e.g., Reciprocal Teaching, scaffolding).
- *Provide ongoing professional development to help teachers with instructional techniques and share instructional materials appropriate for higher-achieving students.

Highly Qualified Instructors

Out-of-field teachers have signed waivers and are pursuing certification or endorsement in their respective academic areas. The administration keeps them informed of district course offerings and provides times for them to participate in professional development activities and workshops. In addition, teachers work in teams and departmental committees where they follow common instructional focus calendars to facilitate planning and delivery of instruction. The district's Office of Professional Development has also developed a monitoring system that informs principals through monthly reports regarding the amount of professional development opportunities accessed by teachers. This report is utilized by the leadership team to monitor the professional development on a routine basis.

Based on the schools' HR list the follow teachers are not Highly Qualified. Weekly updates are being done.

Janette Broto- Language Arts English

Gina Flores-Terry- Language Arts English

Adriana Guevara- Language Arts English

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Jamestown Fluency Readings, FCAT Workbooks by Amsco.	Provided by Regional Center I; Educational Enhancement Funds	20000
Technology	Addition of more network computers	District	24000
Professional Development	On site professional development	School-Based Budget	5000
Other	Before/during/after school and Saturday tutorial; pull-out tutorial; Edusoft to evaluate and analyze data; school incentive program	Title I; School-Based Budget	12000
Total:			\$61,000.00

Goal:	Mathematics
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Needs Assessment Hialeah High made adequate progress with 60% of the lowest 25% of students in the school making learning gains in math, but did not exceed the total AYP requirement of 56% of the students scoring at or above grade level in math for none of the subgroups-- Hispanic, Economically Disadvantage (ED), Limited English Proficient (LEP), and Students With Disabilities (SWD)—in the 2006-2007 Adequate Yearly Report. The report also reveals that only 27% of LEP and 13% of SWD subgroups are performing at proficiency levels in math. With the AYP requirements increasing to 62% in 2008, the need to achieve higher scores in any of the subgroups, with special attention to LEP and SWD students, is further intensified. According to the 2006-2007 School Report Card, the percentage of students meeting high standards in mathematics remained the same from 2006 to 2007 (53%) and the percentage of students making learning gains decreased by 1 percentage point (from 65% to 64%). Although major losses did not occur in the mathematics scores, there is still ample room for improvement. Further analysis also reveals that only 48% of 10th graders achieved high standards when compared to 51% of the 9th graders and 58% of the 11th graders. Furthermore, student performance by mathematics content cluster also reveals marked declines for 10th graders as compared to the 2006 results in the percentage of students obtaining correct answers in Geometry (from 36% to 21%), Data Analysis (from 36% to 27%), and Number Sense (from 45% to 36%). Conversely, cluster data for 9th graders, as compared to 2006 results, reveal that the percentage of students obtaining correct answers increased for the Geometry cluster (from 36% to 45%) while remaining the same in Number Sense (50%), Measurement (43%), and Data Analysis (38%) for both years (2006 and 2007).

Objective

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grades nine and ten will increase to 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

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

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students in grades nine and ten scoring in the lowest 25th percentile will increase their reading skills as evidenced by a minimum of 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given NCLB attendance requirements, Hialeah High will increase the attendance percentage of Students with Disabilities tested on the 2008 FCAT Mathematics exam as compared to the percentage of Students with Disabilities tested in 2007 (90%) by 5% to at least 95%, thus meeting AYP requirements.

Strategies

1. Develop a school leadership team to analyze school grade data, student achievement data, and individual teacher data and make informed decisions regarding instructional delivery, student learning, professional development opportunities, and progress monitoring. The team will consist of the principal, assistant principals, reading, math and science coaches, testing chair, SLC Coordinator, academy leaders, and department chairpersons.
2. Utilize the Eight-Step Instructional Process of the FDOE Continuous Improvement Model (FCIM) to address school-wide deficiencies and ensure that quality instruction and student learning takes place in every classroom. Implementation of FCIM will enable the school leadership team to disaggregate data from the district's FCAT interim assessments (Oct., Jan.), and scheduled in-school departmental tri-weekly assessments. Other teacher-made quizzes/tests aligned to the Sunshine State Standards benchmarks will be created to monitor student progress. The math department will develop, implement and monitor instructional focus calendars for Algebra I, Geometry, intensive mathematics, and Algebra II, aligned with FCAT benchmarks and classroom textbooks.
3. Create subject-based committees that will meet bi-weekly to reflect on best practices, areas of concern, and data analysis. Major emphasis will be placed on the use of Edusoft as an evaluation tool to accurately examine and analyze student data. Committee members will be paid hourly to meet after school and/or Saturdays. Administrators will take part in the data analysis and discussions. Results will be shared with the school leadership team on a monthly basis.
4. Utilize the district's Student Performance Indicator (WSPI) to identify students' strengths and weaknesses and use the available data to drive instruction. All mathematics teachers will be trained to use WSPI during the first month of the school year.
5. Infuse CRISS and reciprocal teaching strategies across the curriculum in all

courses including all subgroups to provide students with the opportunity to build on prior knowledge and apply concepts learned. All teachers in Hialeah High who have not been trained in the use of CRISS strategies will be trained throughout the school year. All previously CRISS-trained teachers will also receive a refresher training session.

6. Provide intensive tutorial programs in mathematics, with appropriate bilingual staff and peer tutors, before and after school, and on Saturday for students in all curriculum groups via the Computer Lab utilizing computer-assisted resources to accompany the classroom textbooks such as FCAT Explorer and Riverdeep. Student progress will be monitored using formative assessments to ensure student achievement and determine program effectiveness. Peer tutorial services and a student buddy system will also be provided for students with honors or advanced placement students daily. Attendance will be monitored closely.

7. Schedule all 9th and 10th grade students who scored Level 1 in intensive mathematics courses into an intensive mathematics course. Ninth and 10th grade Level 2 students will receive remediation and will be monitored via their mathematics course Algebra I or Geometry. In addition, all eleventh-grade students who have not obtained a passing score on the FCAT will receive remediation and will be monitored via their mathematics course (Algebra II or Integrated Math II). In addition, all 11th grade Level 1 and Level 2 students will be encouraged to register for an intensive mathematics course offered through the Hialeah High Adult Education Program. All 12th grade students who have not obtained a passing score in the FCAT will be scheduled in an intensive mathematics course.

8. Provide inclusion support to Students With Disabilities (SWD) who require more intensive math support. Using the co-teaching and consultative inclusion models, SWD will receive in-class support provided by a SPED (Special Education) teacher in small group settings.

9. Utilize the Mathematics Department Chairperson and math coach to provide in-class support to teachers and students in both effective teaching strategies and learning techniques. Use of the Coaching Model will be implemented to support the core literacy program as the math coach models in mathematics and other content area classrooms in order to provide cohesiveness to the benchmarks being taught across the curriculum.

10. Plan, conduct, and monitor staff development activities in mathematics that enhance the implementation of a standards-based curriculum and integration of effective problem-solving and critical thinking strategies across the curriculum.

11. Share best practices at department meetings to improve the level of instruction in all classes and thus increase rigor. Discuss departmental strategies to identify students (e.g. FCAT Level 3 or higher) who have the potential to succeed in more advanced classes to enroll in more challenging courses for the following year.

12. Implement an intervention program that includes in-school pullout tutorials for all Level 1 and 2 students in mathematics in all subgroups utilizing data gathering and technology enhanced assessment (and instruction) to measure student gains while focusing on utilization of major math strands.
13. Identify and schedule all 11th and 12th grade Limited English Proficient (LEP) students for additional pullout tutorial sessions to help them prepare for the FCAT and thus assist in increasing the graduation rate of this subgroup.
14. Implement joint meetings of administration, LEP curriculum leader, LEP counselor/teacher, to analyze student achievement and involve parents of LEP students not meeting grade level mastery in a cooperative discourse.
15. Provide timely telephone, written, and follow-up personalized contacts with SWD and their parents, along with positive incentives and consequences, to ensure improved FCAT test attendance.
16. Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in mathematics to standardize the conversations regarding data-driven instruction.

Evaluation

Hialeah High will implement and utilize the following formative and summative reading evaluation:

- *2008 FCAT Mathematics Test
- *Interim Mathematics Assessments
- *Tri-weekly in-school departmental benchmark assessments
- *Teacher-made quizzes/tests

Research-based Programs

- *Project CRISS
- *Differentiated Instruction
- *Amsco FCAT 9 and FCAT 10 Math
- *FCAT Math Coach
- *Math tutorial programs include: FCAT Explorer and Riverdeep

Professional Development

Professional development activities will be scheduled on-site for the faculty and administration and will be provided in the following areas:

- *Use of the Student Performance Indicator (WSPI) and Edusoft
- *CRISS Training
- *Differentiated Instruction
- *Integrated Academy Curriculum
- *Riverdeep
- *Use of interim assessment data for instructional purposes
- *Infusion of reading and writing practices (Writing Across the Curriculum) in all mathematics courses.
- *Provide ongoing professional development to help teachers with instructional techniques and share instructional materials appropriate for higher-achieving students.

Highly Qualified Instructors

Out-of-field teachers have signed waivers and are pursuing certification or endorsement in their respective academic areas. The administration keeps them informed of district course offerings and provides times for them to participate in professional development activities and workshops. In addition, teachers work in teams and departmental committees where they follow common instructional focus calendars to facilitate planning and delivery of instruction. The district's Office of Professional Development has also developed a monitoring system that informs principals through monthly reports regarding the amount of professional development opportunities accessed by teachers. This report is utilized by the leadership team to monitor the professional development on a routine basis.

Based on the schools' HR list the follow teachers are not Highly Qualified. Weekly updates are being done.

Brian Palmer
Carmen Garabal
Stevan A. Viles

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	NA	NA	0
Technology	Tutorial software	Title I	30000
Professional Development	On site professional development	School-Based Budget	5000
Other	Before/during/after school and Saturday tutorial; pull-out tutorial; Edusoft to evaluate and analyze data; school incentive program	Title I; School-Based budget	12000
Total:			\$47,000.00

Goal:	Writing
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Needs Assessment Hialeah Senior High School's mean score on the 2007 FCAT Writing Assessment Test is 3.6. Analyses of the scores in all curriculum groups further indicate that 69% of our students demonstrated high standards by scoring a 3.5 or above and 54% scored at or above 4.0. However, the results of the FCAT Writing+ multiple choice sections showed that in areas of focus, organization, support, and conventions students achieved only an average of 52% correct. Although still maintaining the same percentage of students (78%) meeting high standards in writing, when compared to the 2006 results on the State Report Card, the school still shows a 3 percentage point decrease within the last two years of writing proficiency when compared to 81% in 2005. Therefore, Hialeah High did not achieve AYP in total Writing proficiency in 2007. AYP Data reveals that only two subgroups, African American students and Economically Disadvantaged students, improved performance in writing by 18 percentage points and 2 percentage points, respectively, when compared to the 2006 scores. LEP students showed a decrease of 3 percentage points in writing improvement while the Hispanic subgroup scores remained the same (at 83%) for both years (2006 and 2007).

Objective Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 79 percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Strategies

1. Develop a school leadership team to analyze school grade data, student achievement data, and individual teacher data and make informed decisions regarding instructional delivery, student learning, professional development opportunities, and progress monitoring. The team will consist of the principal, assistant principals, reading, math and science coaches, testing chair, SLC Coordinator, academy leaders, and department chairpersons.
2. Utilize the Eight-Step Instructional Process of the FDOE Continuous Improvement Model (FCIM) to address student writing deficiencies and ensure that quality instruction and student learning is taking place in every writing class. Implementation of FCIM will enable the school leadership team to disaggregate data from district's writing assessments and in-school tri-weekly departmental writing assessments conducted in all 9th and 10th grade English classes. Teacher-made quizzes/tests aligned to the Sunshine State Standards benchmarks will also be conducted according to the instructional focus calendar. The leadership team will create instructional focus calendars aligned with the M-DCPS Pacing Guides to state the objectives, target areas, instructional and assessment dates that will be followed by each teacher.
3. Implement a teacher professional development plan designed to positively impact and improve teacher practice, therefore raising student writing scores. The teacher professional development plan is made up of two components. The first component will be the establishment of departmental teams that will meet on an ongoing basis to analyze data, reflect on their practice, and modify

their instruction to ensure student improvement and success. The second component of the professional development plan will be writing workshops which will be provided to English teachers as well as other teachers across the curriculum. At least one teacher from each department will be selected to attend. The purpose of these workshops will be to teach what is included in the writing assessment, show how the test is scored and present different strategies that can be used to instruct and reinforce writing practices. Administrators will then monitor teachers across the curriculum to ensure that the writing strategies have been implemented. Additional support and follow-up will be provided as needed.

4. Utilize the district's Student Performance Indicator (WSPI) to identify students' strengths and weaknesses and use the available data to drive instruction. All writing teachers will be trained to use SPI during the first month of the school year. The use of Edusoft will also be utilized to compile data from the multiple choice section of the in-school tri-weekly writing assessments.

5. Implement a new mandatory writing course for all incoming ninth-grade students in order to reinforce good writing skills. The course will be 18 weeks long and will be paired with Critical Thinking Skills, a freshman traditional course. The semester writing course will be divided into six separate three-week long units. Each unit specifies which benchmarks are being addressed and which activities best support those identified benchmarks.

6. Infuse CRISS and reciprocal teaching strategies across the curriculum in all courses including all subgroups to provide students with the opportunity to build on prior knowledge and apply concepts learned. Utilize effective CRISS strategies such as Role Audience Focus Topic (RAFT), Adjectives in Detail, Selective Underlining, spool papers, and various grammar activities and vocabulary strategies to improve writing skills. All teachers in Hialeah High who have not been trained in the use of CRISS strategies will be trained throughout the school year. All previously CRISS-trained teachers will also receive a refresher training session.

7. Provide additional after school FCAT Writing tutorial services for all students, including all subgroups, by English teachers and student volunteers from advanced classes.

8. Use a thematic approach through an academy-based curriculum for all subgroups that will provide regularly-scheduled school-wide writing across the curriculum utilizing the "explain" and "convince" questions with all written essay questions using specific prompts. Instruction will incorporate the use of focus, organization, support, and conventions using real-world experiences across all grade levels.

9. Provide school-wide infusion of vocabulary relevant in all content areas and their contextual relationships to the FCAT, SAT, ACT, and Advanced Placement essay exams. The Write Traits program will be utilized to increase students' ability to write highly proficient essays in Advance Academic

classes.

10. Utilize the inclusion model to provide support for Students with Disabilities (SWD) in need of further assistance. In-class inclusion support will be provided by a SPED teacher as specified in the student's Individualized Education Plan (IEP).

11. Implement our SACS Action Plan strategies regarding our top priority goals of improving Communication Skills through student oral presentations, research papers, career resumes, science labs and communication projects.

12. Require all students including all subgroups to participate in a formal writing assignment on a weekly basis utilizing graphing organizers such as Venn diagrams, listing, mapping and clustering to help students build essay writing skills.

13. Implement the Home Language Assistance Program (HLAP) to provide pull-out tutoring for LEP students.

Evaluation

Hialeah High will implement and utilize the following formative and summative reading evaluation:

- *2008 FCAT Writing Test
- *District writing assessments
- *In-school tri-weekly departmental writing assessments

Research-based Programs

Hialeah High utilizes effective research-based programs addressing the specific writing deficiencies of students based on their assessment results. These research-based activities include:

- *Language Networking text
- *School developed benchmark-based activities
- *Writing Across the Curriculum Integrated Strategies
- *FCAT writing practice materials from district and state levels
- *Writing Across the Curriculum Integrated Strategies
- *Teaching Writing as a Process-Annenberg

Professional Development

Professional development activities will be scheduled on-site for the faculty and administration and will be provided in the following areas:

- *Use of the Student Performance Indicator (WSPI) and Edusoft
- *CRISS Training
- *Write Traits
- *Differentiated Instruction

- *Continuous Improvement Model
 - *Writing Across the Curriculum
 - *Integrated Academy Curriculum
 - *National Literacy Training Sessions for Small Learning Communities
 - *Use of interim assessment data for instructional purposes
 - *Provide opportunities for teachers to participate in various workshops related to reading instruction (e.g., Reciprocal Teaching, scaffolding).
 - *Instructional staff will receive training in other areas such as Write Traits, Holistic Scoring, strategies for ESOL and ESE students, and other district and in-house writing workshops.
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	FCAT Writing materials	Title I	10000
Technology	NA	NA	0
Professional Development	On site professional development	School-Based Budget	3000
Other	Before/during/after school and Saturday tutorial; Edusoft	Title I; School-Based Budget	6000
Total:			\$19,000.00

Goal:	Science
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Needs Assessment The FCAT Science mean scale score for Hialeah High in 2007 was 260 which is 4 points above the previous year's mean scale score of 256 in 2006. However, this score was 26% below the district's average, and 42% below the state's mean scale score. Only 14% of the 11th grade students achieved High Standards in 2006 showing a drop of 2% from 2006 and still falling 12% behind the district's average of 26% for meeting High Standards. The high LEP population numbers we encounter and the poor effort our students demonstrated in the test knowing it was not counting for their graduation may have affected the overall scores. Analysis of the content cluster data for 11th graders revealed that students scored best in Earth/Space Science showing a 17% increase from 2006 to 2007. However, the other content clusters indicated decreases from 2006 to 2007 in the percentage of students obtaining correct answers: Life/ Environmental Sciences decreased 18%, Scientific Thinking decreased 21%, Physical/Chemical Sciences decreased 19%. All science content clusters still fall below district and state averages. NCLB subgroups have not been disaggregated for the FCAT Science Assessment.

Based on the schools' HR list the follow teachers are not Highly Qualified. Weekly updates are being done.

Rodolfo J. Montane- General science
jose D. Fernandez - Chemistry

Objective Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade 11 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Strategies

1. Develop a school leadership team to analyze school grade data, student achievement data, and individual teacher data and make informed decisions regarding instructional delivery, student learning, professional development opportunities, and progress monitoring. The team will consist of the principal, assistant principals, reading, math and science coaches, testing chair, SLC Coordinator, academy leaders, and department chairpersons.
2. Utilize the Eight-Step Instructional Process of the FDOE Continuous Improvement Model (FCIM) to address deficiencies and ensure that quality instruction and student learning takes place in every science class. The science staff will develop, implement and monitor a spiral instructional focus calendar for all science courses that will be aligned with the FCAT benchmarks and classroom textbooks. Tri-weekly departmental FCAT-style assessments will be created to monitor the progress of students and delivery of instructional strategies will be conducted. Teacher-made assessments aligned to the SSS benchmarks will be conducted according to the instructional focus calendar that is aligned to the M-DCPS Pacing Guides. The use of the district guides,

lab activities and lesson plans that infuse annually-assessed benchmarks will be implemented.

3. Create subject based committees that will meet monthly to reflect on best practices, areas of concern, and data analysis. Major emphasis will be placed on the use of Edusoft as an evaluation tool to accurately examine and analyze student data. Data will be shared with staff members at faculty, grade level team, department and EESAC meetings.

4. Enroll all 11th grade students including all subgroups in a science course as a school requirement in addition to their third science requirement.

5. Incorporate the use of technology into science lessons utilizing PowerPoint presentations, online assignments and virtual labs.

6. Incorporate science-based reading and writing activities in all science classes along with other science-related skills pertinent to the Sunshine State Standards. Jamestown Readers in science will be used in all 11th grade science courses to meet the needs of all students including all subgroups.

7. Incorporate classroom activities such as laboratory activities, cooperative learning groups, problem-solving and higher order critical thinking skills.

8. Utilize the Science Department Chairperson to provide in-class support to teachers and students in both effective teaching strategies and learning techniques.

9. Utilize the district's Student Performance Indicator (SPI) to identify students' strengths and weaknesses and use the available data to drive instruction. All science teachers will be trained to use SPI during the first month of the school year.

10. Provide the opportunity for all students to complete at least one science lab per week in all science classes. These will be linked to the annually-assessed benchmarks.

11. Provide inclusion support to Students with Disabilities (SWD) in need of more science assistance in the classroom. Using the co-teaching and consultative inclusion models, all SWD will receive in-class support provided by a SPED teacher in small group settings.

12. Increase the level of science peer tutoring for all students, particularly students identified as participating in ED, LEP, and SWD subgroups, through the Junior Academy of Science Club, Mu Alpha Theta, and other honorary organizations.

13. Provide extended learning opportunities through science tutorials for all 11th grade students including all subgroups. Develop and implement extensive before school, after school, and Saturday tutorial program that will expand upon strategies being used within the classroom.

14. Create interest in science through district, state and national science competitions, district school-wide fairs, meteorology displays, science research, botanical gardens, careers in science, and academy marketing through related electives and internships.

15. Review completion of data debriefing protocols after each bi-weekly/tri-weekly and district interim assessments in science to standardize the conversations regarding data-driven instruction.

Evaluation

*Tri-weekly departmental FCAT-style assessments.

*Teacher-made tests aligned to the Sunshine State Standards regarding the progress of students and delivery of instructional strategies.

*Subject-based science committees will be created to reflect on best practices, areas of concern, and data analysis.

*Teachers will collaboratively decide student needs from the assessment results and discuss other factors that have led to the low performance of students.

*Student labs

Research-based Programs

Hialeah High utilizes a science program that uses research-based materials addressing the specific science deficiencies of students based on their assessment results. The programs include:

*State-adopted textbooks as well as FCAT review will be provided daily in all science classes using the Prentice-Hall, Glencoe, and Amsco review books

*The science department relies on the National Academy of Science's Education Program Standards as the guide for high quality instruction in this field

*Jamestown Readers in Science

*School-developed Instructional Focus Calendar

Professional Development

*At Hialeah High, the Science staff will utilize early release days to participate in subject-based science committees structured to allow teachers to reflect on their own teaching practices, reflect on these practices as a team, and collaboratively seek new ideas by conducting current research on different topics to design a plan of action and incorporate new learning into their classrooms.

Other professional development activities will be scheduled on-site for the faculty and administration and will be provided in the following areas:

*Florida Continuous Improvement Model,

*Use of Student Performance Indicator (SPI) database and Edusoft

*Project CRISS Training

- *Differentiated instruction
- *Integrated Academy Curriculum
- *Lab and practical hands-on infusion strategies and techniques
- *Infusing science, reading, and writing across the curriculum.

**Highly Qualified
Instructors**

Out-of-field teachers have signed waivers and are pursuing certification or endorsement in their respective academic areas. The administration keeps them informed of district course offerings and provides times for them to participate in professional development activities and workshops. In addition, teachers work in teams and departmental committees where they follow common instructional focus calendars to facilitate planning and delivery of instruction. The district's Office of Professional Development has also developed a monitoring system that informs principals through monthly reports regarding the amount of professional development opportunities accessed by teachers. This report is utilized by the leadership team to monitor the professional development on a routine basis.

Based on the schools' HR list the follow teachers are not Highly Qualified. Weekly updates are being done.

Darcy A. Boyce- Chemistry
Maria T. Donohue- Chemistry
Penhallow F. Dyer- Biology
Rodolfo J. Montane- General science
Jose D. Fernandez - Chemistry
William J. Harrington- Biology

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	NA	NA	0
Technology	Tutorial software	Title I	30000
Professional Development	On site professional development	School-Based Budget	3000
Other	Laboratory activity supplies; balances; trophies, certificates and awards	School-Based Budget , EESAC funds	20000
Total:			\$53,000.00

Goal:	Parental Involvement
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Needs Assessment Comparing the most recent School Climate Survey results (2005-2006) with its previous year's results (2004-2005) reveal a downward trend in the participation of parents attending school activities. Out of 121 forms returned, a total of 116 responded regarding attendance to school activities. The results indicated that 50% of the parents attended zero activities (non-attendance increasing by 5% from 04-05 results), 56% attended one to three activities (a decrease of 7% from 04-05 results), and 10% attended four or more school activities (a decrease of 3% from 04-05 results). In comparison to the previous year's results, the 2005-2006 survey also reveals downward trends in the areas of how parents felt toward their child's school and their teachers, and how effective the school was in teaching their children. Interestingly, however, the percentages for the "overall climate or atmosphere at my child's school" and "my child receiving a good education at this school," met the district's average when compared to all the senior high schools throughout the county. Although favorable results in both of these categories declined when compared to the 2004-2005 results, the most recent survey (2005-2006) still indicated that 78% of the parents felt their children were getting a good education at Hialeah High and 68% felt that the school's climate was positive and conducive to learning. Research demonstrates the importance of the connection between family involvement, communication with the school, and student achievement. Therefore, it is important to increase PTSA membership to strengthen the current level of parental involvement. Hialeah High still encounters low PTA membership and scant parent attendance at all of the school's meetings and functions.

Objective Given school-wide emphasis on parental and community involvement, Hialeah High school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Strategies

1. Communicate with parents by providing further marketing of parent activities and workshop announcements through the school's website, a community involvement specialist, school newsletter, flyers, radio and television sound bites, newspaper announcements, school reminder calls via Connect Ed, and the electronic marquee.
2. Provide strategies for parents to support reading, math, writing, science achievement, and graduation requirements through parental workshops and printed information provided by the school. The school's Parent Resource Center will also provide parents with support, information, and access to resources.
3. Empower and enlist the support of EESAC to work in collaboration with other parent groups eliciting and inviting parental involvement and participation as a team effort.
4. Provide student entertainment, exhibits, performances, refreshments and incentives at meetings to encourage increased parental attendance.
5. Provide opportunities for parents to volunteer by providing continual assistance and support at workshops and during and after-school student

events.

6. Develop strategies to increase parent participation in EESAC, PTSA meetings, and booster organizations.

7. Host a Ninth-Grade Parent Orientation Night and a Senior Parent Night through the Parent Academy to inform parents about graduation requirements and high school activities.

8. Solicit assistance from the district's PTSA program to provide additional support and training for the school's local PTSA.

9. Provide an opportunity for a representative sample of parents to complete a SACS NSSE Parent Inventory and the district's School Climate Survey.

Evaluation

*Sign-in sheets and rosters for parent meetings and workshops

*Hourly logs

*District School Climate Survey Results for 2006-2007

*NSSE SACS Parent Inventory Survey results

Research-based Programs

*National PTA Communicating With Home-Successful Programs

*Just Read, Florida!

*National Standards for Parent Involvement

*100 Ways for Parents to be Involved in their Child's Education

*Servicios Educativos Suplementarios: Referencia Rapida Para Padres

*High Schools That Work

*Coalition of Essential Schools

*NSSE Rubrics on Student Achievement

Professional Development

*PTSA Leadership Training

*Parent Involvement Training for our EESAC (SAC)

*Review of pertinent literature on this website through an in-house workshop presented by staff

*Increasing Parental Involvement in a predominantly Hispanic Community

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Resource/materials	Secondary school reform	1000
Technology	Computers for parent center	School-Based-Budget	5000
Professional Development	NA	NA	0
Other	Community involvement, marketing and public relations	Title I Community Involvement Specialist	20000
Total:			\$26,000.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, Hialeah Senior High School ranked at the 68th percentile on the State of Florida ROI index.

Objective Given a school wide focus on efficiency and effectiveness, Hialeah High School will increase its ranking on the State of Florida ROI index by at least one percentage point.

Strategies

1. Become more informed about the use of financial resources in relation to school programs
2. Collaborate with the district and regional center on resource allocation
3. Consider sharing facilities with community agencies
4. Review configuration on the utilization of a broader resource base (e.g., private foundations, volunteer networks)
5. Create partnerships with community agencies

Evaluation On the next State of Florida ROI index publication, Hialeah Senior High School will show progress toward reaching the 69th percentile.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

The School Advisory Council (SAC), known in Miami-Dade County as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

Activities and duties of SAC members

The SAC of Hialeah Senior High meets monthly to review progress toward achieving objectives of the School Improvement Plan (SIP). The SAC decides how to disperse SAC funds in support of student achievement. In previous year, such things as FCAT incentives have been provided.

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Amount of funds for use by the SAC and the purpose for which they will be used

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC makes recommendations to the principal on the development of the school's annual budget.

The EESAC meets monthly to monitor progress and make recommendations to the principal. The committee participated in budget in-service activities to increase their knowledge of the budgetary intricacies. The budgetary committee analyzed needs of the school to best determine their budgetary plan. They organized a unique proposal form allowing for staff and stakeholders to present a written proposal for consideration by the council. This process allows for feedback and adjustments to the actual monetary request. EESAC worked in close concert with the SACS Leadership, SLC Leadership Team and Curriculum Council providing suggestions and support for all sections of the process. EESAC appropriated funds for advanced academic programs, the purchase of FCAT and SAT materials, FCAT student incentive awards, attendance improvement, the academy graduation program, a national student empowerment program entitled Project 540, and FCAT tutorial activities. This year, EESAC will utilize funds to improve academic performance by offering before and after school tutorial programs which focus on the reinforcement of Sunshine State Standards. Additionally, EESAC will be allocating funds for English/math/science hourly coaches/teachers to assist in the ongoing data analysis, development of departmental bi-weekly or tri-weekly FCAT-style assessments, and student attendance incentives.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Jamestown Fluency Readings, FCAT Workbooks by Amsco. Mathematics: NA Writing: FCAT Writing materials Science: NA Parental Involvement: Resource/materials	Reading: Provided by Regional Center I; Educational Enhancement Funds Available: \$20,000.00 Mathematics: NA Available: \$0.00 Writing: Title I Available: \$10,000.00 Science: NA Available: \$0.00 Parental Involvement: Secondary school reform Available: \$1,000.00	\$31,000.00
Technology	Reading: Addition of more network computers Mathematics: Tutorial software Writing: NA Science: Tutorial software Parental Involvement: Computers for parent center	Reading: District Available: \$24,000.00 Mathematics: Title I Available: \$30,000.00 Writing: NA Available: \$0.00 Science: Title I Available: \$30,000.00 Parental Involvement: School-Based-Budget Available: \$5,000.00	\$89,000.00
Professional Development	Reading: On site professional development Mathematics: On site professional development Writing: On site professional development Science: On site professional development Parental Involvement: NA	Reading: School-Based Budget Available: \$5,000.00 Mathematics: School-Based Budget Available: \$5,000.00 Writing: School-Based Budget Available: \$3,000.00 Science: School-Based Budget Available: \$3,000.00 Parental Involvement: NA Available: \$0.00	\$16,000.00
Other			\$70,000.00

	<p>Reading: Before/during/after school and Saturday tutorial; pull-out tutorial; Edusoft to evaluate and analyze data; school incentive program</p> <p>Mathematics: Before/during/after school and Saturday tutorial; pull-out tutorial; Edusoft to evaluate and analyze data; school incentive program</p> <p>Writing: Before/during/after school and Saturday tutorial; Edusoft</p> <p>Science: Laboratory activity supplies; balances; trophies, certificates and awards</p> <p>Parental Involvement: Community involvement, marketing and public relations</p>	<p>Reading: Title I; School-Based Budget Available: \$12,000.00</p> <p>Mathematics: Title I; School-Based budget Available: \$12,000.00</p> <p>Writing: Title I; School-Based Budget Available: \$6,000.00</p> <p>Science: School-Based Budget , EESAC funds Available: \$20,000.00</p> <p>Parental Involvement: Title I Community Involvement Specialist Available: \$20,000.00</p>	
		Total:	\$206,000.00

IMPLEMENTATION EVALUATION

Hialeah Senior High School will be implementing the objectives set forth in the School Improvement Plan by utilizing the Eight-Step Continuous Improvement Model to analyze disaggregated data and ensure that a high quality and rigorous curriculum be delivered to all the students based on their individual needs. Through the development of instructional focus calendars aligned to M-DCPS Pacing Guides, the school will be able to determine what students need to learn, what teachers need to teach, and how long will it take for instruction to be delivered. School-wide and District interim assessments will be administered to monitor students' progress on the tested benchmarks. The results of these tests will be analyzed through Edusoft and enable the school's leadership team and instructional personnel to effectively disaggregate data and make informed decisions regarding teaching, student learning, and professional development opportunities. Frequent tutorial or remediation activities for reading, mathematics, and science will be provided both during and after school and on Saturdays. Assessment results will determine the placement of students. Enrichment opportunities will be provided to students in order to sustain the learning of the objectives they have mastered. The principal and assistant principals will monitor the overall implementation of data analysis, quality instruction, compliance to the instructional focus calendars, and the tutorial and enrichment programs. Monitoring of classroom and school-wide progress will also be conducted on a daily basis.

Members

- 1) Lorenzo Ladaga , Principal
- 2) Alejandra Lorenzo , SAC Chair
- 3) James Thompson , Union Steward
- 4) Marietta Olaechea , Parent
- 5) Georgette Perez , Community Member
- 6) Jasmine Moss , Student
- 7) Milagros Hernandez , School Support Personnel
- 8) Anita Marti , Teacher
- 9) Birgith Phillips , Teacher
- 10) Kimberly M. Moss , School Support Personnel
- 11) Alfredo Granado , Teacher
- 12) Martha Barrios , Parent
- 13) Moraima Gort , Parent
- 14) Lory Gort , Student
- 15) Yolanda Guillen , Parent
- 16) Lilani Guillen , Student
- 17) Francis Barrios , Student
- 18) Jessica Olaechea , Student
- 19) Amanda Gloria , Parent

Signature
