
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7111 - Hialeah Senior High School

FeederPattern: Hialeah Senior

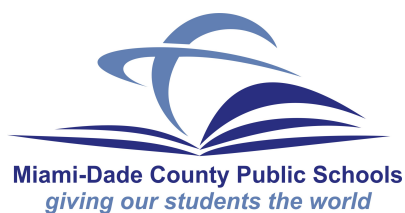
Region: Regional Center I

District: 13 - Miami-Dade

Principal: Lorenzo Ladaga

*Adult/Vocational
Principal:* James Bishop

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Senior High School

Hialeah High School serves a diverse suburban population in Miami-Dade County. It is a full service school, which provides auxiliary services to the school and community, including social workers, dental care, nursing, and medical assistance, as well as individual and group counseling. Hialeah High is 92% Hispanic with a large (English for Speakers of other Languages) ESOL population. English is not the primary language spoken in the predominance of households. Therefore, our school newsletters, flyers, newspaper and other publications are distributed to parents in both Spanish and English. Most of our students come from middle to low socioeconomic family backgrounds. The school faces additional challenges of high mobility, overcrowding and continually upgrading our previously declining test scores. In addition, the school has undergone extensive construction over the previous eight years, adding to the obstacles for achievement.

Hialeah High School, however, has made remarkable progress over the past eight years. The current model of instruction is in the process of transforming exclusively to career academies 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)/School Performance Excellence Plan (SPEP) committee, Educational Excellence School Advisory Council (EESAC), 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, meets 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 to improve student achievement school-wide, and also prepared our students to meet the rigorous demands and challenges as citizens and competitive members in the business communities of South Florida and our nation.

In 2001-2002, we embarked upon our Academies Program initiating an Aviation, Health and Human Services, and a Technical Arts Academy. In 2002-2003, we added a Liberal Arts and a Business Management/ Entrepreneurship Academy. In 2004-2005 we added a Ninth Grade Academy. Presently, we will be implementing a national Smaller Learning Communities Grant that will add three distinct smaller learning communities to our Ninth Grade Academy. All students pre-select their academy choice. The academy related courses emphasize the unique aspects of the particular academy in an interdisciplinary approach. Tech Prep/SCANS skills and competencies are incorporated and intertwined by all teachers. Thus, the collaboration between departments and academies is essential. The entire process has enabled students to receive more attention due to smaller learning communities, and has individualized instruction by providing a more focused, practical, holistic education for all students. In addition, during the last two years, all students needing reading and mathematics remediation are receiving specialized additional electives, pull-out programs, after school and Saturday School tutorial programs, and peer tutorial activities, that have yielded successful results, including a state recognition award for improved test scores in 2005.

During the six past years, we have experienced an unprecedented educational achievement renaissance at Hialeah High School. With the implementation of a flexible block schedule, and a uniquely acclaimed seventh period extension, we have provided additional tutoring, support, and assistance for our students. We have also provided

Creating Independence through Student-Owned Strategies (CRISS) training for nearly 100% of our staff that has resulted in improved Florida Comprehensive Assessment Test (FCAT) scores. The Hialeah High School Feeder Pattern implemented a plan entitled the Math Resource Project (MRP) to promote vertical alignment of math courses and detailed articulation by grade level of instructional and assessment techniques, thus providing continuity in math instruction. This program also resulted in improved student achievement. Students have been introduced to creative and innovative teaching strategies, and numerous district, state, and national academic competitions.

Our students have triumphed in a variety of areas, thus motivating others to participate and achieve excellence. For five consecutive years Hialeah High had a district, state, and nationally acclaimed debate program. In 2001-2003, we were ranked 24th nationally for new and advanced degrees by the National Forensic League, had 10 National Forensic League Championship qualifiers and three award winners, over 20 state qualifiers from 2001-2004, and received the Leading Chapter Award for South Florida and Florida. Eight students were accepted to Harvard University in 2002-2005. In addition, over 20 students overall were accepted to Ivy League universities, and numerous others accepted to national top tier universities such as MIT, Northwestern, NYU, Emory, Tufts, Brandeis, Sarah Lawrence, and many others. Eleven students attained locally prestigious Miami Herald Silver Knight Awards (second best in Miami-Dade County for two consecutive years); 14 won Ford Foundation Scholarships; another student was selected to the Miami-Dade County Youth Fair Hall of Fame as High School Student of the Year with four consecutive district finalists; five Nuestro Orgullo Univision National Scholarship student award winners; a Coca-Cola Foundation National Scholars Scholarship winner; five Bill Gates Millennium National Scholar Awards; 16 National Hispanic Scholars; a National Merit Finalist and 9 National Merit Commended students; and over 100 Advanced Placement Scholars all in the last four to five years. Our students are attending leadership summer institutes at Duke, Stanford, Yale, Princeton, Northwestern, and Georgetown Universities. Hialeah High students have achieved excellence at the county, state, and national level in foreign language, business, vocational, music, dance, debate, technology, math, science, language arts, athletics, JROTC, art, culinary arts, journalism, business, careers, family and career programs, writing, computers, drama, chess, visual arts, television production, and many other subject disciplines. Our Advanced Placement test scores have steadily risen over the past eight years in quality and in the quantity of student participation.

Our student attendance rates have increased steadily culminating in our recognition as Most Improved High School in attendance district wide in 2002- 2003. After a slight decline, the rates are on the rise again. We have the best high school mediation and conflict resolution program, and the top intergenerational community involvement program in the district. We boast a strong community partnership program and unique Honors Senior Seminar internship program with over 100 business and community organizations acting as mentors. We have received state awards for FCAT (Florida Comprehensive Assessment Test) score improvement resulting in our ascent to a C rating in 2002 and again in 2005. In 2001-2002- 2005, we received positive coverage in over 600 articles in the Miami Herald "Neighbors" section as the best marketed school in Miami-Dade County. Hialeah High also received the coveted Annenberg Challenge Grant National Partnership Award for a unique and successful joint tri-county educational technology venture.

Hialeah High has recorded a 20 percentage point increase in Advanced Placement scores over the previous eight years. The school recently received an honorable mention for the Inspiration Awards Program sponsored by The College Board for improvement in SAT (Scholastic Aptitude Test), ACT (American College Testing), and Advanced Placement results, over the past five years. Hialeah High served as the site for the National Yes I Can Hispanic Educational Initiative kick-off spectacular with John Secada, and was the only school outside of Massachusetts to host a visit from Harvard College President Dr. Charles Summers. The dollar amount for student scholarships at the school has dramatically increased from less than 1 million in 2000 to well over 6 million over the past three years. Hialeah High is the only school in Miami-Dade County to have a community partnership with a city government and a Parks and Recreation Department. The school also has an increased graduation rate, lower dropout rate, and has increased the amount of students attending two or four year colleges from less than 30 percent in 1998, to over 65 percent over the past three years.

The school recently completed a successful 5 year Southern Association for Colleges and Schools (SACS), Peer Review accreditation process in May 2003 with commendable results. In fact, the SACS Peer Review Team lauded Hialeah High as an "exemplary model for all schools" and a "role model for positive school reform". The review team also provided special commendations for parent, community, and student participation in the overall planning process. The SACS process utilizing NSSE(National Secondary School Evaluation) research based surveys, identified Learning to Learn Skills, Thinking and Reasoning Skills, and Communication Skills as priority areas of emphasis for the SACS Action Plan. The school has diligently and painstakingly aligned yearly School Improvement Plan goals, objectives, strategies, timelines, and responsible personnel with our specific SACS Action Plan, thus adding to the continuity of our school improvement planning. We have also utilized NSSE SACS Implementation Surveys for all stakeholders making concerted efforts to infuse data driven input in our planning process.

Hialeah High faces many exciting and significant challenges in the upcoming years. Opening up our new annex building during the 2002-2003 school year has somewhat eased the overcrowding, while adding additional facilities, technology, and space to augment and supplement our existing programs. The total transformation to our academy configuration will prepare students for their practical transition to the world of work. Our additional exceptional education units and increase in student population will pose the challenges of program and social inclusion. The new auditorium construction ushers in the thrilling possibility of a nationally renowned performing arts talent program in the future. Finally, although our academic improvements are most satisfying and encouraging, we have further challenges to conquer. We must continue to vigorously meet the challenges of continually improving and upgrading our reading, writing, and math test scores, while preparing for science and social studies assessment looming in the horizon. We must continue to elevate the bar, raise our expectations and standards, and never accept mediocrity. We must better utilize data driven assessment and instruction, and increase our efforts to better communicate with and involve parents. Our efforts must continue to infuse increased technology, foster improved physical fitness for our students, and continuously promote the performing and visual arts. Of course, the nurturing and promoting of a "Culture of English" and elevated interest in reading throughout our entire Hialeah High family and community stakeholders is a never ending visionary quest.

The Hialeah High EESAC, Curriculum Council, SACS Leadership Team, and SIP Writing Team includes eleven objectives for the 2005-2006 School Improvement Plan. These objectives include:

Given instruction utilizing Sunshine State Standards, students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, White students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, African- American students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT

Reading Test.

Given instruction utilizing Sunshine State Standards, LEP students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Students with Disabilities will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Level 1 students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given NCLB attendance requirements, Hialeah High will increase the attendance percentage of Students with Disabilities tested on the 2005 FCAT Reading exam as compared to the percentage of Students with Disabilities tested in 2004 (94 percent) by 1 percentage point to at least 95 percent, thus meeting AYP requirements.

Given instruction utilizing Sunshine State Standards, students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, LEP students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, African- American students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by at least a 1 percentage point increase of students achieving high standards or the state mastery level on the 2006 FCAT Writing Exam as compared to the 2005 results.

Given instruction utilizing Sunshine State Standards, Hialeah High will increase science skills as measured by 11th grade students meeting or exceeding the district's mean scale score on the 2006 FCAT Science Test.

Given district and state emphasis, Hialeah High will increase parental involvement in 2006 as compared to 2005 as evidenced by an overall 10 percent increase in the amount of parents attending meetings measured by sign-in logs.

Given the strong positive correlation between student attendance and student achievement, Hialeah High will improve overall school discipline by improving student attendance as evidenced by the school increasing their daily attendance average by .25 percentage points in 2006 as compared to 2005 as measured by district quarterly and final attendance reports.

Given increased emphasis on technology, Hialeah High will improve student achievement by increasing the number of senior students completing computer generated Power Point presentations for their Senior Career Research Project by at least 10 percent in 2006 as compared to the 2005 total amount of students completing computer based Power Point Senior Career Project presentations as measured by staff records.

Given the state and national emphasis on health and fitness, Hialeah High will improve student health and fitness as evidenced by students achieving an annual increase of 3 percent in awards recipients as measured by the FITNESSGRAM in 2006 as compared to the 2005 results.

Given the need to further promote the arts and electives especially for the future, Hialeah High will enhance the appreciation of the arts as evidenced by increasing the total of school wide performing arts performances by 10 percent in 2006 as compared to 2005 as measured by school activity monthly calenders.

Given increased scrutiny on the Return of Investment for schools, Hialeah High will increase student learning gains in the ninth grade by 3 percentage points on the 2006 FCAT Reading Exam as compared to the 2005 FCAT Reading Exam by accurately implementing and closely monitoring a national Small Learning Communities Grant.

Given instruction utilizing Sunshine State Standards and using other student and parent support strategies involving tutorial services, individualized and group monitoring and counseling strategies, Hialeah High will increase their overall graduation rate by 1 percentage point from 2005 to 2006 as measured by the 2006 state AYP Report on graduation rates.

The reported results from the Miami-Dade County School System staff survey were significantly favorable and laudatory overall. In fact, the final tabulations revealed a score of 4.0 or above in every single category. The scores ranged from 1-5 with 4 meaning agree and 5 representing strongly agree. The results are very gratifying and most positive about the feelings and attitudes of the entire staff towards the organization. The category analysis displayed scores ranging from 4.4 for Measurement, Analysis and Knowledge Management, to 4.0 in Process Management. The Leadership and Customer Service sections also delineated a 4.3 overall score. The only individualized items reporting below a 4.0 from the lowest to highest included: "I know how well my organization is doing financially"; "I can get resources I need to do my job"; "My organization asks for my ideas"; "My organization removes things that get in my way of progress"; "My organization asks me what I think"; and "I am recognized for my work". Efforts to further involve all staff in decision making, recognize those doing exemplary work, providing even more resources, and providing more financial information are presently under way and will be addressed further through the Curriculum Council, EESAC, and the SACS Leadership Team. The EESAC and administration have already jointly co-authored a positive congratulatory staff recognition letter, and ordered incentive awards for staff, community, and students. All staff are members diligently made cognizant of all segments of the SIP process through e-mail and hard copy memos. All of these previously mentioned items have also all been addressed as parts of our SACS Action Plan as well.

Hialeah High School is conquering adversity and overcoming educational obstacles. The "best-kept secret in Miami-Dade" has become a lauded, respected academic institution of higher learning by all. However, we have just begun our mission and quest to achieve further meaningful educational excellence by all students in our rapidly changing world.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Hialeah Senior High School

VISION

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. We continue to diligently infuse technology skills across the curriculum, an appreciation of the arts, and a keen awareness of physical fitness to better prepare our students to succeed in the 21st Century. Finally, we are dedicated to continue enhancing, nurturing, and augmenting our positive symbiotic relationship with all stakeholders encompassing our Hialeah High family.

MISSION

MISSION -

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.

Mission-Spanish Translation

La misión de Hialeah High School es proveer un ambiente académico y tecnológico avanzado en el cual los estudiantes se conviertan en personas con un fuerte sentido de dirección y propósito.

Mission -Creole Translation

Misyon nou nan Lise Hialeah se pou bay elèv nou yo yon ankadreman akademik ak teknolojik ki djanm; konsa, elèv yo va kwè tout bon nan kapasite yo genyen, yo va kapab gide tèt yo pou kont yo, epi tou yo va moun kap aprann tout lavi yo nan monn sa ki toujou ap chanje anvan w bat je.

CORE VALUES

The members of the Hialeah High Schools Learning Community share the following beliefs and core values about the Student as Learner:

1. All students can learn and be responsible for their education.
2. Every student is an individual with unique talents and abilities.
3. Students who are actively engaged in their learning process will interact with adults and peers in responsible, mature, and creative ways.

The members of the Hialeah High Schools Learning Community share the following beliefs about Curriculum:

1. Curriculum offerings should be designed to meet the needs of all students who attend Hialeah High.
2. Curriculum implemented through smaller learning communities using appropriate technology, can enhance student academic performance and provide relevant career and vocational experiences.
3. Participation in student activities, athletics, clubs, and honor societies is a positive extension of the academic curriculum.
4. All areas of the curriculum should provide students with opportunities to question and challenge ideas in preparation for their role as citizens in a representative democracy.

The members of the Hialeah High Schools Learning Community share the following beliefs about the Educational Institution:

1. Hialeah High School's primary purpose is student learning.
2. Hialeah High School must provide a safe, healthy, and physically comfortable environment that promotes learning.
3. Hialeah High Schools must provide needed counseling and outreach services for our students and their families.
4. Hialeah High School's cultural diversity among the staff and students is an asset to our learning community, which promotes greater understanding and communication.
5. Hialeah High School's employees, its students, their parents, and community stakeholders who support them, share an obligation to work for the continued advancement of our school.

School Demographics

Hialeah High School, located in the northwest section of Miami-Dade County, is a comprehensive urban high school serving approximately 4,260 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. The student population is comprised of 92 percent Hispanic, 5 percent Black, Non-Hispanic, and 3 percent White, Non-Hispanic. Sixty two percent of the students are on free or reduced lunch. The mobility index for Hialeah High is 26, with a graduation rate of 62 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.

The City of Hialeah was incorporated in 1925 and has been growing by leaps and bounds. According to the 2000 Census, Hialeah is a lower middle class socio-economic community, the fifth largest city in the state, and the second largest in Miami-Dade County. The city's foreign-born population has increased from 70 percent in 1990, to 91 percent in 2000. Much of the foreign born population within the city is the result of the flight of Cubans to this country since the Castro regime came into power. The early freedom flights, known as Pedro Pan, significantly increased the student population. This increase intensified in 1980 when the Mariel Boatlift increased the county's Cuban population by 125,000 residents in a period of one and one-half months.

The majority of our students mirroring the city population are from Cuba with a small percentage from Central and South America. Spanish is the primary language spoken in over 80 percent of the households. In fact, Spanish is also spoken throughout the community's businesses, churches, and civic organizations. Numerous signs on local businesses are also written and displayed in Spanish. Five percent of our student population is comprised of African-American students. Many of these students come from our Aviation Magnet Program, while others are minority to majority transfers. The predominance of this ethnic group however, is comprised of Haitian Americans. Creole is the primary language spoken in the households of these students

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 four story annex building was added at the east end of the campus. The 151,000 square foot building today accommodates over 1,500 students, and new administrative offices, technology and science labs, enhanced music, drama and television production rooms, cafeteria and a state-of-the-art media center. The ground floor provides many additional parking spaces for staff. Many of the previously situated portables were removed. A new softball field, hand ball court, and electronic advertisement marquee were all added to the facility. The school is also situated in close proximity to Milander Park, Ted Hendricks Stadium, John F. Kennedy Memorial Library and Alex Fernandez Field. Work has recently been completed on a multi million dollar state of the art auditorium which resulted from a joint venture investment involving the Miami-Dade County School Board, the City of Hialeah, Metro Miami-Dade County Commission, and the Miami-Dade County Cultural Affairs Council. The auditorium will not only serve the City of Hialeah, but will serve as a catalyst and focal point for a possible future Performing Arts Talent Program at Hialeah High.

Hialeah High is situated on a rectangular plot of land about eight city blocks long from the auditorium to the Annex Parking lot and about two blocks wide. Some extremely busy streets dotted with small businesses and residential neighborhoods immediately surround the land. Traffic is congested in the area and parking is a scarce commodity for students and visitors alike. On the positive side, the City of Hialeah has more than 1,000 factories and over 10,000 businesses. Hialeah employs almost 30 percent of Miami-Dade County's manufacturing laborers. It also has numerous banks, credit unions, restaurants, retail outlets, and insurance agencies. The vocational, industrial, and trade programs provide approximately 13 percent of the student population with work experience during and after school. Many of our students work after school because of family and personal economic necessity or are involved in a family owned business.

The school is organized into seven career academies. The staff 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 approved and successfully implemented a flexible block schedule. The current model of instruction is based on a career academy configuration linking content with a career focus. Fifteen Critical

Friends Groups (CFG's) 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) meet collaboratively on a regular basis to share best practices. The SACS Leadership Team, Curriculum Council, Education Excellence School Advisory Council, and the administrative team meet weekly and monthly to analyze data.

Hialeah High is home to seven diverse exceptional student education programs ranging from trainable mentally handicapped and autistic to gifted making up over 10 percent of the population. The student population is also comprised of nearly 20 percent ESOL students. As a result, a large Bilingual Curriculum Content program is provided in science, social studies, mathematics, health and computer education for this population. Successful ESOL students are enrolled in ESOL/BCC Honors courses to encourage and facilitate academic growth. 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 Hialeah High community has been a most supportive and viable cog resulting in the significant improvements in student achievement. Over one hundred business and community organizations have accepted student interns over the past six years. The city government and local district, state, and nationally affiliated politicians have assisted in raising significant funds in support of our debate, JROTC, 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 the positive, safe, existing school milieu. The Hialeah High SACS Peer Review Team provided special commendations for the unique support displayed by the community stakeholders at our SACS review. The future success of Hialeah High is contingent and dependent on a continued positive symbiotic relationship with its community. The students of Hialeah High are the future leaders of the City of Hialeah. If both work harmoniously, they will prosper in the future.

There are 235 full-time staff employees at Hialeah High. The school employs six administrators including one principal and five assistant principals. Four of these administrators are Hispanic, one is White Non-Hispanic, and one is Black Non-Hispanic. There are 201 teachers and ten guidance counselors on staff. Forty nine percent of the teaching/guidance staff possesses advanced academic degrees, including 2 percent with doctorates in field. The school is home to 6 Nationally Board Certified Educators.

The ethnic diversity breakdown of the instructional staff (teachers/counselors), includes 20 percent Black, Non Hispanic, 35 percent White, Non Hispanic, and 45 percent Hispanic. The school also employs 13 clerical/secretaries, 24 custodians/service workers, and two zone mechanics.

The school provides a vast and diverse array of student activities programs and organizations. The school boasts over 100 clubs/organizations/performing groups. Students have a selection of service, honorary, performance, and academic groups from which to choose from.

School Foundation

Leadership:

Over 90 percent of the responses delineated a strongly agree or agree results on the staff district survey regarding the school's leadership. Parents provided strong support for the principal's leadership in both the NSSE Parent Inventory and District School Climate Survey. In fact, on the national NSSE Parent Inventory, parents rated their overall favorable agreement about the school With a 4.2 rating on a 1-5 scale. EESAC recognized the principal for leadership in facilitating increased test scores resulting in an increase in the state school FCAT grade. In fact, leadership was the highest total response on the staff district survey with a 4.4 rating on a 1-5 scale.

District Strategic Planning Alignment:

The strategic planning section of the staff district survey yielded a positive score of 4.0, however, it was the second lowest reported section. Over 75 percent of all staff responded with a strongly agree or agree to this item. The lowest item recorded in this section was 3.7 for "My organization asks for my ideas." Our SACS Peer Review Team lauded the school for exemplary alignment displayed in the recent 2003 SACS Peer Review Team visit. Our SACS Peer review Team vociferously lauded the planning document as the "Best they had ever witnessed as a Team". Special accolades were devoted to the superior alignment of the SAC Action Plan and yearly SIP plans. Continuous efforts are underway to further involve staff through e-mail communication, the Curriculum Council, and EESAC.

Stakeholder Engagement:

The section on the district survey regarding Customer and Market Focus was the second ranked overall program according to the administered survey with an overall score of 4.3 on a 1-5 scale. Nearly 95 percent of the staff concurred or agreed strongly agreed with the school achieving excellence in this section. The school already has the "Best Marketing Program in the District" according to various district news, community, and media departments. The school boasts over 100 community partners/mentors, publishes five yearly Parent Newsletters, and has over 200 articles published yearly in the Miami Herald Northwest Neighbors Yearly NSSE Parent Survey results have increased from 3.4 to 4.2 on a 1-5 scale for satisfaction over the past three years. School Climate Survey results have steadily increased as well with an overall grade of a B-. The SACS Peer Review revealed an overall prohibitive positive support for the school from all stakeholders. The school was specially commended for unique stakeholder involvement. Over 100 parent and community stakeholders attended the SACS welcome dinner. The EESAC has had a nearly 100 percent parent attendance rate the past year. Community partners have contributed significant monetary donations supporting a myriad of school programs.

Faculty & Staff:

The school reported an overall score of 4.1 on a scale of 1-5 ranking in a tie for fourth place among the section rankings for the staff district survey. Over 95 percent of the staff responded that they strongly agree or agree with all items analyzed in this section.

Teacher mentoring programs for the school includes the following: Beginning Teacher Mentors; Monthly Beginning Teacher meetings; Beginning Teacher Handbooks and Portfolios; Critical Friends Groups (CFG'S); Curriculum Council; SACS Leadership Team; Academy and Departmental monthly meetings and support groups; and EESAC monthly meetings. Departmental and Academy Staff Buddies are also assigned in a differentiated staffing process

withing each department and academy. In addition the school offered the following workshops and additional mentoring programs: Paces (Professional Assessment and Evaluaiton System); CRISS training; monthly scheduled topical workshops and in-service at all early release day programs from FCAT task card training to the utilization of the electronic grade book and technology implementation.

Data/Information/Knowledge Management:

This section was the highest ranked of all on the staff survey with a 4.4 score on a scale of 1-5. Over 98 percent of all staff either agreed strongly or agreed with all items in this section. One of our four SACS Action Plan Goals was to improve data driven instruction and assessment, thus we have made significant measurable improvements over the past three years. Every program and subject discipline utilizes data driven instruction and assessment as prescribed in our SACS Action Plan and in our yearly SIP documents.

Education Design:

The score on this section of the district survey yielded a positive 4.0 overall score. However, it was tied for last with strategic planning in the overall survey rankings. Still, over 80 percent of the staff answering the survey responded with strongly agree or agree on all items analyzed. NSSE Parent and staff inventories delineate an over 80 percent favorable depiction of curriculum and educational design at the 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; additional reading and math electives; after school individualized staff tutorial programs; student tutorial FCAT website.

The following research based School-wide Improvement Models are utilized at the school: PDSA(Plan Do-Study-Act); High Schools That Work-Ten Key Practices Coalition of Essential Schools Common Principles; NSSE Student Achievement Rubrics and Research; SCANS (The Secretary's Commission on Achieving Necessary Skills; Tech Prep/School- to-Career Initiatives; New American High Schools-Ten Key High School Reform Strategies; Integrated Curriculum; Annenberg Foundation Research Grant; CRISS; Small Communities National Grant.

Hialeah High offers a plethora of Advanced Course Initiatives & Post Unitary Commitments. The school offers 18 different advanced placement courses for student participation. The school has a 42-47 percent advanced placement passing rate the past two years with a 19 percent improvement over the past 8 years. Over 70 percent of all graduates attend post secondary education programs. Last year the school reported a record 6.4 million dollars in scholarship money. Over 20 Hialeah High students have received acceptances for Ivy League institutions over the past five years, with 11 Silver Knight awards over the previous four 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 Juventud, National Merit, National Hispanic Scholars, and a bevy of additional major awards. The school graduation rate increased from 58-62 percent the previous year.

Performance Results:

Once again, this survey section yielded positive overall results with an overall score of 4.1 on a 1-5 scale on the staff survey. Over 82 percent of the staff responded affirmatively to all items. The school boasts the "Best Mediation/Conflict Resolution Program in the District with yearly increase in student mediations, and decreases in

fighting; student attendance rates increased by 1.13 percentage points in 2005; the school drop-out rate is continuously below the district and state averages; student tardies have decreased measurably; NSSE and District School Climate surveys from staff, parents, and students all reflect strongly positive perceptions that the school is safe and orderly.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Hialeah High will improve reading skills school wide as evidenced by increased results on state evaluations.

Needs Assessment

Hialeah High did not meet AYP Reading requirements for any subgroup. The percentage scores for students reading at or above grade level in reading are by subgroup are as follows: Total-20 percent; White-24 percent; African American-16 percent; Hispanic-20 percent; Economically Disadvantaged-19 percent. Hialeah High did not meet AYP reading requirements for Limited English Proficiency students or for Students with Disabilities. Conversely, 47 percent of all students made reading gains in 2005 as compared to 41 percent making gains in 2004. As a result of the FCAT Reading Test, 58 percent of the students in the lowest 25th percentile made learning gains in 2005 as compared to 44 percent making gains in 2004. With AYP requirements increasing to 44 percent in each subgroup in 2006, the need to increase scores is further exacerbated. Hialeah High also has a significant ESOL and ESE population. The total school ESOL student enrollment exceeds 800 or nearly 20 percent of the overall population. The ESOL enrollment is transient with students arriving at various times of the school year from a vast array of foreign countries. In addition, Spanish is the primary language spoken in over 80 percent of the family households. Most of the 5 percent African American student population is comprised of Haitian American families. Creole is the primary language spoken in over 80 percent of these previously mentioned households. The school is also home to seven different exceptional education student exceptionalities. Finally, a culture of English, and firm parental support of reading is still lacking throughout the Hialeah High family.

In addition, based on the Adequate Yearly Progress Report, Hialeah High tested 94 percent of the eligible Students with Disabilities, thus falling one percentage point below AYP requirements for this subgroup. Overall however,

Hialeah High tested 99 percent of all students. The school met attendance requirements in all subgroups including: 98 percent for the White subgroup; 100 percent for African American Students; 98 percent for Hispanic students; 99 percent for the Economically Disadvantaged subgroup; and 99 percent for LEP students. We are confident that with the overall successful attendance percentage achieved this year, coupled with the very close proximity necessary to meet the SWD requirement, that with extra marketing, student incentives, and parental contacts, we will eclipse the AYP attendance percentage requirement for Students with Disabilities in 2006.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, White students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, African- American students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, LEP students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Students with Disabilities will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given instruction utilizing Sunshine State Standards, Level 1 students will increase their reading skills as evidenced by at least 44 percent achieving high standards or the state mastery level on the 2006 FCAT Reading Test.

Given NCLB attendance requirements, Hialeah High will increase the attendance percentage of Students with Disabilities tested on the 2005 FCAT Reading exam as compared to the percentage of Students with Disabilities tested in 2004 (94 percent) by 1 percentage point to at least 95 percent, thus meeting AYP requirements.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a before/during/after school reading tutorial program daily for all students that emphasizes SSS, and a school- wide Reading Pull-out Program utilizing data driven and technology enhanced instruction and assessment.	Reading Coach, Assistant Principal for Curriculum, EESAC Chairperson, Reading and Language Arts Department Chairpersons	08/08/05	05/24/06
2. Infuse CRISS and reciprocal teaching strategies across the curriculum in all courses, and NSSE based SACS Action Plan strategies in Communications Skills	SACS Chairman, Administrative Team, Reading Coach, Data Resource Team	08/08/05	05/24/06
3. Provide peer tutorial services and a student buddy system for all students with other honors or advanced placement students daily.	Reading Coach, EESAC Chairman, Activities Director, Club Sponsors, Principal	08/08/05	05/24/06
4. Increase efforts to utilize weekly school wide individualized diagnostic prescriptive formative assessment and subsequent remediation using the pre-test, post-test, and test re-test format paying close attention to individual student performance in tested strands in preparation for the FCAT reading test.	Reading Coach, Administrative and Data Resource Teams, Reading and Language Arts Department Chairpersons	08/08/05	05/24/06
5. Ensure that all students who previously scored at levels 1 or 2 on the FCAT Reading Exam will be enrolled in an intensive reading elective course and language arts/reading block schedule in grades 9-10, and ensure that all students in grades 10-12 who have previously failed the FCAT will be enrolled in a reading elective.	Principal, Test Chairperson, Administrative Team, Data Resource Team, Reading and Language Arts Department Chairs	08/08/05	05/24/06
6. Establish a visible 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, EESAC parent/community Literacy Team, Saturday Community/Parent Reading Days, and Adult Education afternoon and evening reading tutorial courses all involving the community, media center, adult school, and parent stakeholders.	Reading Coach, EESAC Chair, Activities Director, Adult Education Principal, PTSA President, Media Specialists	08/08/05	05/24/06
7. Further implement and reinforce the reading coach position and a Data Resource Team and their essential symbiotic relationship to the overall	Principal, Reading Coach, Data Resource Team, Administrative Team, Reading and Language Arts	08/08/05	05/24/06

curriculum including the presentation of bilingual parent workshops, accurate timely administration and data driven analysis of the Oral Reading Fluency Measure and Diagnostic Assessment of Reading tests, and staff training regarding CRISS strategies, Read 180, Accelerated Reader, better utilization and interpretation of individualized student test results in tested strands, increased articulation with the feeder pattern schools, and the creation of a reading website.	Department Chairs, Assistant Principal for Curriculum, EESAC Chairman		
8. Implement a daily 30 minute independent silent reading school-wide program intertwining a student reading log, reading journal, and oral reading seminar Socratic discussions.	Principal, Administrative Team, Reading Coach, Language Arts and Reading Department Chairpersons	08/08/05	05/24/06
9. Provide a Saturday School Program for all students scoring at levels 1 or 2.	Test Chairperson, Principal	08/08/05	05/24/06
10. Provide after school support and assistance to all students enrolled in advanced academic language arts courses.	Language Arts Department Chairperson, and Administrative Team	08/08/05	05/24/06
11. Provide specific individualized emphasis on and implementation of all reading strategies for all specific subgroups that did not meet Adequate Yearly Progress.	Administrative Team, Data Resource Team, Reading Coach, EESAC Chairperson	08/08/05	05/24/06
12. Provide timely telephone, written, and follow-up personalized contacts with SWD students and their parents, positive incentives, and consequences all to insure improved FCAT attendance from SWD students.	ESE Department Chairperson, Administrative Team	02/01/06	02/26/06

Research-Based Programs

*NSSE Rubrics for Student Achievement *NCTE (National Council Teachers of English) 2002 Recommendations *Teaching Writing in a Web Based Classroom *NCLB: Improving Students Reading in Upper Grades *Use of State Adopted Texts *SRA Reading Mastery Plus *Jamestown Signature Reading*Read 180*CRISS

Professional Development

*CRISS Training *Reciprocal Teaching *Read 180 *Accelerated Reader *Improving Performance in Tested Strands *Diagnostic Prescriptive Reading Instruction *Just Read, Florida! Professional Development Opportunities *FOR-PD; Florida Online Reading Professional Development-www.itrc.edu/forpd/ *District Workshops regarding reading in content areas for LEP students

Evaluation

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

*FCAT Results *District Monthly and Quarterly Assessment Results*Student Work Portfolios *Pre and Post-test results *Student Grades *Teacher Plans *Comprehensive Reading Plan Logs *Student Attendance at Saturday School and Tutorial Services *Staff and Peer Tutorial Logs *Student Community Service Forms *Meeting Minutes *Parent and Staff Workshop Rosters *Individualized Diagnostic Student Profiles by Student Performance in Test Strands *Reading Logs

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

Hialeah High will improve mathematics skills school wide as evidenced by increased results on state evaluations.

Needs Assessment

Hialeah High made gains in mathematics skills in 2005 exceeding the total AYP requirement of 44 percent at or above grade level by 1 percentage points scoring at 45 percent. White and Hispanic subgroups exceeded the AYP requirements in mathematics. African American, LEP, and SWD students did not meet AYP requirements. With the AYP requirements increasing to 50 percent in 2006, the need to increase scores is further magnified. Hialeah High also has a large ESOL enrollment totaling over 800 students or nearly 20 percent of the school population. The ESOL enrollment is transient with students arriving at different times of the school year from a multitude of foreign countries. Only 27 percent of LEP students met AYP standards in mathematics. In addition, Spanish is the primary language spoken in over 80 percent of the family households. SWD and LEP students scored significantly below the state requirements as did African American students. Only 25 percent of African American students met grade level AYP standards. Most of the five percent African American student population families speak Creole as the primary language of the household further exacerbating the parent communication dilemma.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, LEP students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Given instruction utilizing Sunshine State Standards, African- American students will improve their mathematics skills as evidenced by at least 50 percent meeting high standards or state mastery level on the 2006 FCAT Mathematics Exam.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Identify all students scoring at Levels 1 or 2 in mathematics and make sure that they are enrolled in an elective mathematics class focusing on Sunshine State Standards (SSS) and specific individualized emphasis on math test strands.	Test Chairperson, Mathematics Department Chair, Administrative Team	08/08/05	05/24/06
2. Identify all students scoring at levels 1 or 2 and implement a before/during/after school staff tutorial program daily focusing on utilization of major math strands.	Test Chairperson, Mathematics Department Chairman, Assistant Principals	08/08/05	05/24/06
3. Identify all incoming middle school students scoring at levels 1 or 2 on the eighth grade FCAT Mathematics Exam and insure that they are enrolled in a mathematics elective, and attend the before/during/after school tutorial program emphasizing major math strands in a diagnostic prescriptive data-driven plan.	Principal and Administrative Team, Test Chairperson, Mathematics Department Chairperson	08/08/05	05/24/06
4. Implement a daily peer tutorial service for all	Mathematics Department	08/08/05	05/24/06

students including the design and implementation of a math tutorial website.	Chairperson, Activities Director, EESAC Chairperson, Club Sponsors, Principal		
5. Implement a Saturday School Program for all student subgroups with appropriate bilingual staff and peer tutors.	Test Chairperson, Principal	08/08/05	05/24/06
6. Implement a weekly formative diagnostic prescriptive assessment plan for all student subgroups providing for regular pre-and post-testing and updated student portfolios utilizing the individual results of major math test strand progress with the support of the Data Resource Team.	Mathematics Instructors, Mathematics Department Chairperson, Administrative Team	08/08/05	05/24/06
7. Increase efforts to provide additional computer software, hardware, manipulatives, chess games, and career materials infusing mathematics in all mathematics classes and the media center.	Principal	08/08/05	05/24/06
8. Ensure that all students who did not previously pass the FCAT will be enrolled in differentiated instructed mathematics course electives.	Administrative Team, Test Chairperson, Mathematics Department Chairperson	08/08/05	05/24/06
9. Implement meetings of administration/LEP curriculum leader/LEP counselor/teachers, to analyze student achievement at the end of each grading period, and involve the parents of LEP students not meeting grade level mastery in a cooperative discourse.	Administrative Team, LEP Department Chairperson, Mathematics Department Chairperson, Guidance Chairperson, Administrative Team, LEP Department Chairperson, Mathematics Department Chairperson, Guidance Chairperson	08/08/05	05/24/06
10. Provide an extensive school and community student incentive program for all students achieving mastery on the mathematics FCAT.	EESAC Chairperson, Activities Director, Test Chairperson, Principal	08/08/05	05/24/06
11. Provide specific individualized emphasis on and implementation of all mathematics strategies for all specific subgroups that did not meet Adequate Yearly Progress.	Administrative Team, Data Resource Team, Math Department Chairperson	08/08/05	05/24/06

Research-Based Programs

Urban Systemic Initiative-Action Research in Mathematics and Science *NSSE Rubrics for Improving Student Achievement *National Council Teachers of Math Curriculum and Evaluation Standards, Professional Teaching Standards, Assessment Standards, and Need for Mathematics in a Changing World. *Best Practices Math (NCTM) *NCTM Principles and Standards *FDOE Mathematics Test Strand Analysis and Application *Glencoe and Prentice Hall State Adopted Mathematics Publications

Professional Development

*Parent Training in FCAT Mathematics *LEP Parent Training in FCAT Mathematics *LEP Teacher Training for Sunshine State Standards *Urban Systemic Initiative Action Research Training *Developing Math Ideas (DMI) *Annenberg/CPB *NCTM Illuminations *Math and Science Online Mentoring *Florida MSPD 2004 *FDOE and District Training on infusing Major Math Test Strands

Evaluation

Hialeah High will utilize the following formative and summative evaluation instruments for the mathematics objective:

*FCAT Results *District Formative Assessments *Pre and Post-Test results *Weekly diagnostic prescriptive student work and portfolios *Workshop rosters *Student grades *Staff lesson plans *Tutorial logs and student community service forms *Math websites *Student attendance rosters *Parent conference logs *Student Schedules

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Hialeah High will improve writing skills school wide as evidenced by increased results on state standardized state evaluation.

Needs Assessment

Although Hialeah High increased their writing mean scores from 3.5 to 3.6, and increased the total percentage of students attaining a 3.5 or higher from 71 percent to 72 percent comparing 2004 and 2005, the school reported an overall 1 percentage point decrease in AYP writing scores from 86 in 2004 to 85 percent in 2005. Therefore, Hialeah High did not achieve AYP in Writing. The school reported writing subgroup decreases in 2005 as compared to 2004 including African Americans, Hispanic, LEP, Students with Disabilities, and Economically Disadvantaged students. Although the school slightly increased their writing mean scores last year, it still ranks in the lower quartile of district writing scores.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction utilizing Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by at least a 1 percentage point increase of students achieving high standards or the state mastery level on the 2006 FCAT Writing Exam as compared to the 2005 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide weekly school-wide writing across the curriculum experiences utilizing the “explain” and “convince” questions with all written essay or response questions with specific prompts for all subgroups.	Assistant Principal for Curriculum, Language Arts Chairperson, EESAC Chairperson, Writing Team	08/08/05	05/24/06
2. Provide weekly diagnostic prescriptive writing pre and post simulations in all subject disciplines in grades nine and ten with varied writing prompts for all subgroups utilizing the WASP (Writes- a Simple Plan) format and the explain/convince concept for writing assignment.	Ninth and Tenth Grade Teachers, Writes Team, Assistant Principal for Curriculum, all Assistant Principals by Subject Discipline	08/08/05	05/24/06
3. Provide increased school- wide integrated writing units across the curriculum	Writes Team, Language Arts Chairperson, Principal	08/08/05	05/24/06
4. Provide additional Parent Writing Workshops for all subgroups.	EESAC Chair, Writes Team, Principal	08/08/05	05/24/06
5. Continue implementing our SACS Action Plan strategies regarding one of our top priority goals of improving Communication Skills, i.e; student oral presentations, research papers, career resumes, news editorials utilizing the Miami Herald Newspaper in Education Program, science labs, communication projects, encouraging participation in advanced academic communication competitions, and writing portfolios for all subgroups.	SACS Chairperson, Language Arts Chairperson, Academy Leaders, EESAC Chair, Writes Team, Principal	08/08/05	05/24/06
6. Provide additional staff and peer tutorial programs daily for all subgroups with support from a Miami-Dade College partnership.	EESAC Chair, Assistant Principal for Curriculum Ninth and Tenth Grade Faculty	08/08/05	05/24/06
7. Provide monthly diagnostic prescriptive formative FCAT style writing assessment activities utilizing pre and post-test evaluation and subsequent remediation for all subgroups.	Data Resource Team, Assistant Principal for Curriculum	08/08/05	05/24/06
8. Identify all students with levels 1 or 2 on the eighth grade FCAT Writing Exam and provide an	Assistant Principal for Curriculum	08/08/05	05/24/06

appropriate language arts elective, extended day writing class, and or after school writing tutorial program daily.			
9. Provide school- wide infusion of relevant and germane vocabulary in all content areas and their contextual relationships to the FCAT, SAT, ACT, and Advanced Placement essay exams.	Ninth and Tenth Grade Faculty, Principal	08/08/2005	05/24/06
10. Provide a school wide Writing Team and Data Resource Team to work in concert with staff and students providing tutorial services for students, Best Practice Sharing sessions, and creative strategies for staff to implement.	Writes Team and Data Resource Team, EESAC Chairman, SACS Chairman, Administrative Team	08/08/2005	05/24/06

Research-Based Programs

*NSSE Rubrics for Student Achievement in Communications Skills *NCTE (National Council for Teachers of English) *Writing Across the Curriculum Integrated Strategies *Teaching Writing as a Process-Annenberg*Florida Writes Practice Materials from district and state levels

Professional Development

*Professional development related to this objective includes: *District Writing Workshops *Integrated Curriculum *Writing Across the Curriculum *NCTE Writing Workshops *CRISS Workshops

Evaluation

Hialeah High will implement and utilize the following formative and summative evaluation strategies for writing:

Florida Writes Results District pre and post exams *Student work *Teacher plans *Student writing portfolios *Teacher and parent rosters *Pre and post-test results *Student peer tutorial logs and community service forms *Attendance rosters *Student grades

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Hialeah High will improve science skills as evidenced by state evaluation results.

Needs Assessment

The FCAT Science mean scale score for Hialeah High in 2005 was 244 or 1 percentage point above the previous year's score, however the 2005 mean scale score was 29 percentage points below the district average, and nearly 50 points below the state mean scale score. The state is planning to utilize the FCAT Science Exam as a graduation and school grade requirement in 2006. Thinking and Reasoning Skill improvement was identified as a top priority on our SACS NSSE Survey of Goals for Student Learning. Most ESOL students are still taking Bilingual Curriculum Content courses. Many parents and students are still unaware of the specific graduation requirements for science. Last year, 11th graders took a lackadaisical approach to the exam since they previously took the science exam as 10th graders. On the positive side however, 73 percent of a representative sample of parents surveyed on the NSSE Parent Opinion Inventory noted that Hialeah High is doing a good job teaching science. In 2003, the Hialeah High mean scale score for science exceeded the district mean score by 3 points 272 to 269. In a 2004 pre and post-test SSS format utilizing two district made science assessment instruments, indicated a 26 percentage point improvement from the pre-test results in ninth grade and a 29 point percentage increase in the tenth grade post-test results.

Measurable Objective

Given instruction utilizing Sunshine State Standards, Hialeah High will increase science skills as measured by 11th grade students meeting or exceeding the district's mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide the opportunity for all students to complete two science labs per week in all science classes.	Science Instructors, Science Department Chairperson, Assistant Principals for Science and for Curriculum	08/08/05	05/24/06
2. Identify students in all subgroups scoring in the lowest quartile of the FCAT Science Test and provide an after school and Saturday School tutorial program to assist in remediation.	Test Chairperson, Science Department Chairperson, Administrative Team	08/08/05	05/24/06
3. Implement a school-wide effort to utilize weekly formative diagnostic prescriptive assessment, evaluation, and pre and post-testing in preparation for the FCAT Science Test.	Science Instructors, Science Chairperson, Administrative Team	08/08/2005	05/24/06
4. Increase the level of science peer tutoring daily for all subgroups through the Junior Academy of Science Club, Mu Alpha Theta, and other honorary organizations.	Activities Director, EESAC Chairperson, Principal	08/08/05	05/24/06
5. Provide training for all science department members to better identify student weaknesses and strengths and implement appropriate data analysis (SPI computer training).	Administrative team, Science Department Chairperson	08/08/05	05/24/06
6. Infuse pertinent SSS and other science related skills through writing, reading and integrated curriculum infusion for all subgroups.	Administrative Team	08/08/2005	05/24/06
7. Provide parent workshops regarding the FCAT Science section.	EESAC Chairperson, PTSA President, Principal	08/08/2005	05/24/06
8. Further catalyze interest in science through school-wide fairs, projects, district competitions, experiments, in-school television programs, botanical gardens, meteorology displays, astronomy demonstrations, science research, careers in science, and academy marketing through science related electives and internships.	Activities Director, Administrative Team Science Instructors and Science Department Chairperson	08/08/05	05/24/06
9. Invest in the purchase of additional hands-on	Principal, EESAC Chairperson	08/08/05	05/24/06

science lab materials, computer software, virtual reality labs, and germane scientific literature and periodicals relevant to SSS in science.			
10. Encourage more students to enroll in honors and Advanced Placement science courses meeting data driven requirements	Administrative Team, Science Department Chairperson	08/08/05	05/24/06

Research-Based Programs

The following school-wide research-based programs are relevant: *National Science Foundation/Urban Systemic Initiative *PDSA *Annenberg CFG's *SACS NSSE Rubrics for Thinking and Reasoning Skills and Expanding and Integrating Knowledge Skills *NSTA (National Science Teacher Association) and AAAS (American Association for the Advancement of Science) *Prentice Hall, Merrill, and Scott Foresman Publications (State Adopted Texts).

Professional Development

The following professional development workshops are relevant for the science department: * Lab and practical hands on infusion strategies and techniques; * Computer/technology/virtual reality based science infusion techniques and strategies; infusing science, reading, and writing across the curriculum.

Evaluation

Hialeah High will utilize the following science formative and summative evaluation strategies:

*FCAT Science Results *Teacher Lesson plans *Student labs and work portfolios *Diagnostic prescriptive student work portfolios *Pre and post-test district and in-school results *Peer tutorial and community service logs *Staff tutorial logs *Parent meeting rosters *School and Parent Newsletters, Miami Herald Neighbors articles *Meeting Minutes for Training workshops *Student grades *Science Club Rosters *Science Project Grades.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Hialeah High will increase Parental Involvement in all school programs.

Needs Assessment

Hialeah High received glowing commendations from the 2003 SACS Peer Review Team for excellent unprecedented parent involvement and detailed understanding of the SACS process. Although the PTSA has been regenerated including higher visibility at the school and having at least 2 general meetings yearly, attendance is still low. Parent satisfaction with the school has improved as evidenced in the 2005 implementation of the SACS NSSE Parent Inventory as compared to the 2004 results. The overall mean score for parent responses rose from 3.8 (meaning neutral) in 2004 to 4.1 in 2005 (with 4.0 meaning total agreement that the school is reaching its goals in all facets). In fact, over 80 percent of those parents surveyed in 2005 on the NSSE Parent Inventory agree that Hialeah High is meeting all overall student needs and performing at a satisfactory level or beyond in all areas of inquiry. In addition, the school received an overall grade of B- on the District School Climate Survey meeting the district average. The survey also delineated that 84 percent of the parents surveyed agreed that their children are getting a good education at Hialeah High. Results from the NSSE SACS Action Plan Implementation Survey reveal that 90 percent of parents and staff responding agree that all Action Plan strategies are being successfully implemented. On the other hand, the school still encounters enormous difficulties in communication with all parents due to language barriers. The number of PTSA meetings must be increased. Moreover, the attendance at these few meetings is scant at best. The school held its first specific reading, writing, mathematics, and science FCAT workshops in 2005 with an average attendance of 18 parents. The Open House attendance has improved, but it still is below ideal expectations. A

language other than English is spoken in over 80 percent of all school households. Most parents work long hours to survive economically and thus have little time to attend parent meetings or instructional workshops. This is the second consecutive year that parent surveys of any kind have depicted a significant increase in satisfaction with the overall school milieu. Teachers have experienced difficulty contacting and communicating with parents. Although we publish and mail 4-5 parent newsletters, and have weekly articles published in the local newspaper concerning the school, many parents do not receive the information or have difficulties understanding it. Significant measurable improvement has occurred, but additional marketing efforts are necessary to reach and empower parents of all subgroups. The formerly viable school website became dormant and stagnant in 2005.

Measurable Objective

Given district and state emphasis, Hialeah High will increase parental involvement in 2006 as compared to 2005 as evidenced by an overall 10 percent increase in the amount of parents attending meetings measured by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide further marketing of parent activities and workshop announcements through the school website, an EESAC Parent/Community Literacy Team and telephone committee, and further utilization of the outdoor electronic marquee.	EESAC Chairman, Administrative Assistant for Public Relations.	08/08/05	05/24/06
2. Continue publishing and disseminating Parent Newsletters on a regular basis with Spanish translations and messages in Creole as well.	Public Relations Coordinator, Principal	08/08/05	05/24/06
3. Continue publishing weekly Miami Herald Northwest Neighbors articles and market their appearance school wide to all subgroups.	Public Relations Coordinator, Principal	08/08/05	05/24/06
4. Provide student entertainment, exhibits, performances, refreshments, and incentives at meetings to encourage increased parental attendance.	Activities Director, Principal	08/08/05	05/24/06
5. Further empower and enlist the support of EESAC to work in concert with other parent groups eliciting and inviting parental involvement and participation as a team effort including telephone trees, Saturday FCAT, Sporting, and Performing Arts Family Days.	EESAC Chairperson, Principal	08/08/05	05/24/06
6. Provide parental workshops in FCAT related subjects and graduation requirements.	EESAC Chairperson, Data Resource Team, PTSA President, Principal	08/08/05	05/24/06
7. Provide an opportunity for a representative sample of parents to complete a SACS NSSE Parent Inventory and District School Climate Survey.	SACS Chairperson, Principal	01/03/06	05/01/06
8. Encourage staff to utilize E-mail to communicate with parents and to provide informative syllabus/contracts for parent signatures at the onset of the year describing their courses.	Administrative Team	08/08/05	05/24/06
9. Disseminate to all parents a school wide translated Parent/Teacher Contact Policy providing	Parent Liaison, EESAC Chairperson, Principal	08/08/05	05/24/06

ten steps to contact the school including the role of the parent liaison and EESAC Chairman, and an Activities/Key Dates Yearly Calendar.			
10. Increase the visibility of parental activity announcements and encouragement to participate in school events utilizing flyers, radio and television sound bites, and school reminder phone calls.	Administrative Team, EESAC Chairperson, Activities Director	08/08/05	05/24/06

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: Referncia Rapida Para Padres *High Schools That Work *Coalition of Essential Schools *NSSE Rubrics on Student Achievement*Florida and National Council for PTA's;*Miami-Dade County Council for PTSA.

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.

Evaluation

Hialeah High will implement the following evaluation methods to measure parental involvement:

*District School Climate Survey Results for 2005-2006 *NSSE SACS Parent Inventory Survey Results *Sign-in sheets and rosters for parent meetings and workshops *Flyers, programs, Agendas, and Announcements regarding the meetings and workshops *Newsletter descriptions of the workshops and parent meetings *Advertisements on the new outdoor community electronic marquee *Information provided on the school website regarding the workshops and meetings.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

Hialeah High will improve daily student attendance rates.

Needs Assessment

Hialeah High students attendance rates have steadily increased the last two years after a major decline in 2002-2003(decrease from 92.95 in 2001-2002 to 91.94 in 2002-2003). After a minimal .007 increase in 2003-2004, the school attendance rates markedly improved by 1.13 percentage points in 2004-2005. This attendance spike positively coincided with our school wide state grade increase to a C. Research clearly delineates a significant correlation between student achievement and increased student attendance. The school nearly eclipsed a five year goal of reaching the top ten yearly ranking for district high schools in attendance last year. Thus, we are determined to further improve student achievement, curtail truancy, promote punctuality and responsibility, and bring pride to Hialeah High by cracking the top ten rankings in district high school attendance.

Measurable Objective

Given the strong positive correlation between student attendance and student achievement, Hialeah High will improve overall school discipline by improving student attendance as evidenced by the school increasing their daily attendance average by .25 percentage points in 2006 as compared to 2005 as measured by district quarterly and final attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Disseminate and implement a school- wide student attendance contract complete with parent and student signatures.	Assistant Principal for Attendance and Administrative Team	08/08/05	05/24/06
2. Disseminate No Credit Warnings immediately by U.S. Mail during the school year when the student accumulates 10 or more unexcused absences or 5 or more unexcused absences during any semester.	Administrative Team	08/08/05	05/24/06
3. Identify students who meet criteria for truancy referrals and complete the referral process as established by the district in a timely proactive manner.	All Instructional Staff and Administrative Team	08/08/05	05/24/06
4. Implement all segments of the school-wide Hialeah High School Attendance Improvement Plan.	All Staff Members and Assistant Principal for Attendance	08/08/05	05/24/06
5. Monitor the daily attendance bulletins, truancy reports, tardy reports, and teacher-generated student referrals for attendance, and respond in a proactive manner with effective, sufficient consequences noted in the school-wide attendance contract.	Assistant Principal for Attendance	08/08/05	05/24/06
6. Implement and utilize the Attendance Correction Form daily for accurate identification of students who may have been mistakenly marked absent for the day.	Assistant Principal for Attendance, and all Instructional Staff	08/08/05	05/24/06
7. Provide daily home phone contact for absent students through a contracted agreement with L&R Tele computer Services and an hourly allocated evening part- time clerical attendance caller. All calls are documented and entered in the Integrated School Information System (ISIS).	Attendance Clerical, Principal	08/08/05	05/24/06
8. Market the new school wide Attendance Contract and Plan through EESAC, school	EESAC Chairperson, Administrative Assistant for Community Relations	08/08/05	05/24/06

publications, the Parent Newsletter, school website, and in-school television network for all stakeholders.			
9. Provide individual student attendance awards and 100 percent Homeroom Attendance Certificates with all students being recognized over the school wide public address system, with all incentives donated by EESAC and community stakeholders.	Assistant Principal for Attendance, EESAC Chairperson, Activities Director	10/01/05	05/24/06
10. Provide nine-week top homeroom attendance Pizza Parties for the top two homerooms.	Assistant Principal for Attendance, EESAC Chairperson	10/01/05	05/24/06

Research-Based Programs

*High Schools That Work*Coalition of Essential Schools*NSSE Student Achievement Rubrics*New American High Schools-Ten Key Reforms

Professional Development

*Attendance Procedures Training Especially for new Staff*Strategies to Promote and Motivate Better Student Attendance

Evaluation

Hialeah High will utilize the following methods of evaluation to measure an increase in student attendance:

*Daily Attendance Bulletins *Teacher Grade Books *Daily Attendance Correction Forms* Incentive Documentation* Quarterly District Attendance Rankings*Final District Attendance Rankings*Parent Newsletters and EESAC Minutes Marketing Student Attendance*Parent Contact Logs and Phone Logs for Chronic Attendance Problems*FCAT AYP Attendance Results

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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GOAL 7 STATEMENT:

Hialeah High will increase technology by improving student computer, research, career, Power Point, and oral presentation skills.

Needs Assessment

All five goals in the Hialeah High SACS Action Plan include strategies and specific required benchmark improvements in technology, student communications through technology and oral language, practical career application and awareness, and required research skills. The entire district vision has also shifted to dynamically encouraging senior internships, practical career applications, and senior research oriented projects utilizing technology skills. The objective also coincides with Sunshine State Standards in reading, writing, mathematics and science as well.

Measurable Objective

Given increased emphasis on technology, Hialeah High will improve student achievement by increasing the number of senior students completing computer generated Power Point presentations for their Senior Career Research Project by at least 10 percent in 2006 as compared to the 2005 total amount of students completing computer based Power Point Senior Career Project presentations as measured by staff records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide computer-based training and computer literacy skills for all seniors daily that will enable them to complete a satisfactory Power Point presentation, and the basis of simple website development in their senior year as noted in our SACS Action Plan Goal to improve Communication Skills.	All Staff, especially those Computer Related Instructors, Administrative Team.	08/08/05	05/24/06
2. Provide weekly training beginning in the ninth grade for all students in resume writing and cover letter skills, career portfolio presentations, updating and e-mailing online resumes, and oral interview practical preparations.	Academy Leaders, Department Chairpersons, Principal	08/08/05	05/24/06
3. Provide all students with the basic skill preparations for the development of various types of research papers.	Department Chairpersons, Academy Leaders, Administrative Team	08/08/05	05/24/06
4. Ensure that all senior students have the necessary skill preparation for Internet research skills, adequate understanding of research search engines, correct citing of sources, footnotes, end notes, and the organization of a bibliography as noted in our SACS Action Plan Goal to improve Thinking and Reasoning Skills.	Administrative Team, SACS Chairperson, Academy Leaders and department Chairpersons	08/08/05	05/24/06
5. Provide an opportunity for all students to be placed in a Career Academy of their choice prior to their sophomore year.	Administrative Team, Guidance Chairperson	08/08/05	05/24/06
6. Provide the opportunity for all seniors to partake in some type of career internship/practical career experience, prior to graduating high school as per our SACS Action Plan Goal of improving Learning to Learn Skills.	Academy Leaders, SACS Chairperson, Administrative Team	08/08/05	05/24/06
7. Implement the preparation process for students to present a critical thinking based research paper and oral presentation infusing computer/internet	Department Chairpersons, Instructional Staff, Administrative Team	08/08/05	05/24/06

skills, analysis of sources and opinions, and differentiating between informational reporting, drawing conclusions, and developing a persuasive thesis on controversial issues germane to their respective chosen careers.			
8. Provide an opportunity for students to obtain pertinent computer based information about their specific chosen career through the school media center.	Academy Leaders, Administrative Team	08/08/05	05/24/06
9. Provide students with technology based techniques that will enhance their time management, note taking, communications and study skills.	Academy Leaders, Department Chairpersons, Administrative Team	08/08/2005	05/24/06
10. Promote and motivate student involvement and elevated achievement by providing incentives to be presented at the annual Academy Walk, community and parental involvement, and a recognition forum for the best Power Point presentations school wide.	Administrative Team, EESAC Chairperson, Academy Leaders and Department Chairpersons	08/08/05	05/24/06

Research-Based Programs

*SCANS/TECH PREP*School-to Career-Initiatives*High School That Work

*Coalition of Essential Schools-Common Principles*PDSA*NSSE Student Achievement Rubrics*New American High Schools-Ten Key Reform Strategies*CRISS

Professional Development

*Computer Infusion Across the Curriculum Workshop*Career Infusion across the Curriculum*School-to-Career Initiatives Workshop

Evaluation

Hialeah High will utilize the following formative and summative evaluation methods to measure the technology improvement objective:

*Student Technology/Computer Survey*Results of Student Power Point Presentations* Senior Student Research Projects Utilizing Required Technology*Senior Student Electronic Career and Research Portfolios*Successful Completion of Computer and Internet Driven Senior Research Project*Completion of Career Internship Electronic Portfolio/Power Point

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Hialeah High will improve student physical fitness levels school wide.

Needs Assessment

To properly assess both student fitness performance and programmatic success, research recommends the comparative analysis of year to year student results on the FITNESSGRAM testing program. Hialeah High ranks in the top third of total students tested, but in the bottom third in gold award winners. In addition, the school ranks in the lower third in numbers tested, and in the mid range for overall award winners. Thus the potential for growth and increased achievement is readily apparent.

Measurable Objective

Given the state and national emphasis on health and fitness, Hialeah High will improve student health and fitness as evidenced by students achieving an annual increase of 3 percent in awards recipients as measured by the FITNESSGRAM in 2006 as compared to the 2005 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a fitness pre-test to establish baseline data.	Physical Education Department Chairperson and Staff, Principal	08/08/05	09/30/05
2. Provide an individualized student measurement portfolio/chart for students to measure and chart their fitness progress in a diagnostic prescriptive data driven plan for the department and for each individual student.	Physical Education Department and Administrative Team	08/08/05	09/30/05
3. Provide daily instructional time, appropriate exercise, and physical activities devoted to fitness. These activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Department Chair and Department, Principal	08/08/05	05/24/06
4. Monitor the physical educational program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education Department Chairperson and Administrative Team	08/08/05	05/24/06
5. Provide a remedial fitness plan for individualized students lagging behind in their efforts to achieve improvement.	Physical Education Department Staff, Principal	08/08/05	10/31/05
6. Provide weekly and monthly diagnostic prescriptive assessments to constantly monitor student progress.	Physical Education Department Chairperson and Staff, Principal	08/08/05	05/24/06
7. Provide student incentives and community awards on a regular basis to encourage improvement.	EESAC Chairperson, Physical Education Department Chairperson and Administrative Team	08/08/05	05/24/06
8. Organize monthly athletic fitness field days, and work in concert with EESAC to develop a Saturday FITNESS Event.	Physical Education Department Chairperson, Principal	11/01/05	05/24/06
9. Require students to read about, research and write FCAT Writing style essays on a regular basis regarding fitness, proper diet, exercise, weight training, aerobics, and related sports, and maintain a portfolio regarding their work.	Administrative Team, Physical Education Department Chairperson	08/08/05	05/24/06

10. Provide a parent letter requesting parental support and involvement in the process of improving overall fitness and better health habits throughout the community.	Physical Education Department Chairperson and Staff, EESAC Chairperson, Principal	08/08/05	05/24/06
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Research-Based Programs

*FITNESSGRAM*American Association for Health Education

*National Association for Sport and Physical Education

Professional Development

*Planning workshop for Physical Education Teachers brainstorming about strategies and diagnostic prescriptive evaluation techniques

*Parent and Family Physical Fitness Training

Evaluation

Hialeah High will use the following formative and summative evaluation methods to measure the fitness objective:

*FITNESSGRAM Final Results*Diagnostic Prescriptive Individualized FITNESSGRAM Test Results* Pre and Post-Test FITNESSGRAM Results*Individualized FITNESSGRAM Student Portfolios* Student Reading and Research Writing Portfolios Regarding Fitness*Teacher Plans*Documentation of Marketing Activities.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

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

GOAL 9 STATEMENT:

Hialeah High will increase student interest in the performing and visual arts.

Needs Assessment

As a result of increasing numbers of students required to complete intensive reading and mathematics courses due to FCAT, the school wide arts program has declined slightly in numbers. To reinforce the school's national award winning arts program, all performing and practical arts sponsors and their students will actively market and present an increase number of quality programs for student appreciation and enjoyment. This increase in exposure will assist in the recruitment of students especially for next school year with the advent of a projected eighth period enhancement curriculum for Stellar Schools.

Measurable Objective

Given the need to further promote the arts and electives especially for the future, Hialeah High will enhance the appreciation of the arts as evidenced by increasing the total of school wide performing arts performances by 10 percent in 2006 as compared to 2005 as measured by school activity monthly calenders.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide a monthly Open Microphone in-school performing arts forum in the media center for students to recite poetry, present speeches, present oral interpretations of literature, and duo interpretations of drama or literature.	Activities Director, Media Specialists, Principal	10/01/05	05/24/06
2. Provide an opportunity and encourage students to present at least one oral communications project across the curriculum intertwining a diversity of practical and performing arts skills as per our SACS Action Plan Goal to Improve Communications Skills.	Administrative Team, Academy Leaders, Department Chairpersons, SACS Chairperson	08/08/05	05/24/06
3. Provide an increased marketing plan to make sure that all students attend at least one school-wide performing arts program during lunch time or in the evening.	EESAC Chairperson, Public Relations Coordinator, Administrative Team	08/08/05	05/24/06
4. Provide opportunities for students in their language arts courses to present at least one oral language speech and or literary interpretation.	Language Arts Department Chairperson, Principal	08/08/05	05/24/06
5. Encourage all student performing arts groups at the school including drama, chorus, band, dance, art, photography, and graphic arts, and debate to increase their school-wide performance total by at least one performance.	Performing Arts Academy Leader, Administrative Team, Performing and Visual Arts Staff Directors	08/08/05	05/24/06
6. Provide an opportunity for students to complete at least one oral presentation in all social studies courses through the organizations of mock trials, model United Nations, mock congress, political/historical debates, model city council meetings, mock new broadcasts, panel discussions, group model business presentations, intergenerational programs, multi cultural programs, multi-cultural music, dance, and dress, and culinary fairs, social studies fair projects, and	All Department Chairpersons, Academy Leaders, EESAC Chairperson, SACS Chairperson, Administrative Team, Activities Director, Media Specialists, Performing Arts Instructors and Directors	08/08/05	05/24/06

many other possible events.			
7. Increase the visibility of the school-wide television production network by developing a cable tap program with WLRN.	Television Production Directing Instructor, Principal	12/01/05	05/24/06
8. Increase the amount of guest speaker presentations from performing, media, and or visual arts personalities, including multi-cultural presentations.	Media Specialists, Academy Leaders, Principal	10/01/05	05/24/06
9. Provide student incentives school wide to encourage students to attend evening performing/visual arts programs like Spring and Autumn Capers, Marketing Fashion Shows, Battle of the Bands, Drama, Dance, Choral, Band Productions and more.	EESAC Chairperson, Activities Director, Performing Arts Staff Directors, Principal	08/08/05	05/24/06
10. Provide parent workshops, parent performing arts events, EESAC promotions, and other means of disseminating the importance of the arts for academic, social and cultural enhancement.	EESAC Chairperson, PTSA President, Administrative Team	08/08/05	05/24/06

Research-Based Programs

*NSSE Rubrics for Student Achievement*New American High Schools-Ten Key Reform Strategies*Music Educators National Conference
*Speech Communication Association*National Forensic League Rostrum

Professional Development

*Parent and Family Performing and Visual Arts Appreciation Workshop

Evaluation

Hialeah High will utilize the following summative and formative evaluation strategies to measure the elective improvement objective:

*Parent Newsletters *Miami Herald Northwest Neighbors Articles* School Newspaper Yearbook and DVD Coverage* Tickets and Programs* Teacher Lesson Plans*Student Portfolios* Television Production Tapes* Activities Calendars*Announcement Scripts

GOAL 10: RETURN ON INVESTMENT

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

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GOAL 10 STATEMENT:

Hialeah High will increase ninth grade learning gains in reading by implementing and monitoring a small learning communities grant thus assuring increased return on investment.

Needs Assessment

Hialeah High is one of ten Miami-Dade County high schools to be included in a national small learning communities grant. As an early high school reform pioneer and model according to our SACS reviewers, Hialeah High was challenged by the SACS Peer Review Team to continue its role in developing small learning communities. Thus, by effectively implementing the grant, and creating smaller learning communities in the ninth grade, the school hopes to increase reading learning gains in the 9th grade. Thus as a result of the interaction, and the implementation of the smaller learning communities grant, we will monitor and be responsible for a positive return on investment by increasing 9th grade learning gains in reading.

Measurable Objective

Given increased scrutiny on the Return of Investment for schools, Hialeah High will increase student learning gains in the ninth grade by 3 percentage points on the 2006 FCAT Reading Exam as compared to the 2005 FCAT Reading Exam by accurately implementing and closely monitoring a national Small Learning Communities Grant.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement three small ninth grade learning communities within our previously created Ninth Grade Academy based on the specific grant timelines described in our proposal.	Administrative Team, EESAC Chairman, 9th Grade Academy Leader, 9th Grade Instructors	10/01/05	05/24/06
2. Establish in-service training for all staff regarding cogent factors and strategies necessary for the successful transition to small learning communities.	Administrative Team	08/08/05	05/24/06
3. Implement regularly scheduled released time for the newly established smaller learning community staff members to jointly plan and brainstorm about best practices for their specific students.	Administrative Team, 9th Grade Academy Leader, Department Chairpersons, Academy Leaders	09/01/05	05/24/06
4. Implement more in-depth data driven instruction and assessment techniques and strategies for the specific student body comprising the smaller learning communities as delineated in our SACS Action Plan Goal to Improve Overall School Performance.	SACS Chairperson, Test Chairperson, Data Resource Team, Administrative Team	08/08/05	05/24/06
5. Organize, prepare the monetary budget, provide stringent timelines and parameters, strictly monitor, market and promote the additional smaller learning community grant and subsequent configuration throughout the entire Hialeah High family including all stakeholders	5. Principal, Assistant Principals, Administrative Team, EESAC Chairperson	11/01/05	05/24/06
6. Organize smaller learning community parent/student meetings to provide more individualized parental contacts and possible joint venture planning between staff and parents.	Assistant Principal for Curriculum	11/01/05	05/24/06
7. Establish a staff Literacy Committee, FCAT Writing Team and an EESAC Literacy/Writes Team to work cohesively with all of the small learning communities in the ninth grade developing further infusion of reading and writing	Literacy Committee Chairperson, Writes Team Chairperson, EESAC Chairperson, Administrative Team, Guidance Chairperson, 9th Grade Counselors, Reading Coach	08/08/05	05/24/06

across the curriculum, interdisciplinary thematic activities and strategies, student career and academy counseling and preparation, and sharing of best practices.			
8. Promote the smaller learning community concept by providing student incentive awards, notoriety, and recognition, and the enthusiastic utilization of the teaming concept previously reserved solely for the middle school complete with team names, academic, arts, physical fitness, and even community service/school event in-school team competitions.	EESAC Chairperson, Activities Director, Club Sponsors, Assistant Principal for Curriculum	10/01/05	05/24/06
9. Encourage all small learning community staff members to further utilize e-mail in communications with parents, and implement the advisor /advisee concept within the learning community as explicated in our SACS Action Plan goal of Improving Overall School Performance.	Principal, Administrative Team, Guidance Chairperson, 9th Grade Counselors, SACS Chairperson	08/08/05	05/24/06
10. Purchase additional materials, supplies, software, technology and possible equipment when necessary to stimulate the growth and success of the smaller learning communities as related specifically to student achievement.	Principal, EESAC Chairman	08/08/05	05/24/06

Research-Based Programs

*New American High Schools-Ten Key Reform Strategies*Coalition of Essential Schools-Common Principles*High Schools That Work
 NSSE Rubrics*SCANS/TECH PREP School-to-Career Initiatives*All State Adopted Textbooks Used in 9th Grade

Professional Development

*Advisor/Advisee 9th Grade Staff Workshops*Grant Implementation Workshops*Parent Communication and Involvement Training

Evaluation

Hialeah High will utilize the following formative and summative evaluation methods to measure the return on investment objective:

*FCAT 9th Grade Reading Learning Gains Results*Ongoing 9th Grade reading learning gains Diagnostic Formative Evaluation Results * Teacher Workshop Sign-In Sheets* Grant Proposal and strict adherence to budgetary parameters*Documentation of positively functioning three additional 9th Grade Learning Communities*9th Grade Academy Meeting Minutes*Advisor/Advisee Logs*Parent Contact Logs

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

Hialeah High will increase the yearly graduation rates for all subgroups.

Needs Assessment

As a result of the Adequate Yearly Progress Report, Hialeah High did meet adequate yearly progress by increasing the graduation rate by at least 1 percentage point from 2002-03 to 2003-04. In fact, the total graduation rate increased from 58 percent in 2003 to 62 percent in 2004. Graduation rates increased in all student subgroups except for a slight decrease in African American students from 73 percent to 70 percent and Economically Disadvantaged which remained status quo at 56 percent. All other subgroups however increased. However, only 62 percent of students are graduating. In addition, Limited English students only reported a 43 percent graduation rate, while Students with Disabilities reported a mere 38 percent graduation rate. The recent FCAT requirements have adversely impacted the LEP, SWD, and Hispanic student population resulting in a need to better monitor and assist juniors and seniors who have not yet passed the FCAT Exam. An additional need exists to further involve and empower the parents in the above mentioned student populations.

Measurable Objective

Given instruction utilizing Sunshine State Standards and using other student and parent support strategies involving tutorial services, individualized and group monitoring and counseling strategies, Hialeah High will increase their overall graduation rate by 1 percentage point from 2005 to 2006 as measured by the 2006 state AYP Report on graduation rates.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Identify all juniors and seniors who have not passed the FCAT Reading or Mathematics Section as delineated in AYP disaggregated data and implement an after school tutorial program to address deficiencies for all subgroups.	Guidance Chairperson and Senior Guidance Counselors, Administrative Team, Test Chairperson	08/08/05	05/24/06
2. Implement a daily pre, during and after school staff tutorial program for all junior and senior LEP students and transitional LEP students not passing FCAT exams.	Test Chairperson, LEP Chairperson, Principal	08/08/05	05/24/06
3. Identify and place all juniors and seniors who have not passed an FCAT Exam in an intensive reading or math elective course.	Assistant Principal for Curriculum, Test Chairperson, Counselor in Charge of the Master Schedule Development	08/08/05	05/24/06
4. Provide a daily peer tutorial mentor/buddy service for all seniors and juniors in need of SSS remediation	Activities Director, Reading Coach, Test Chairperson, Mathematics Department Chairperson, Principal	10/01/05	05/24/06
5. Provide a monthly progress report and course credit analysis with required parental signatures and meetings between seniors with graduation conflicts and their designated counselors.	Guidance Department Chairperson and Senior Counselors, Principal	10/01/05	05/24/06
6. Implement timely bilingual and SWD graduation parent meetings for all subgroups to better disseminate requirements and timelines.	LEP Department Chairperson, Guidance Counselor in Charge of LEP Students, Principal	11/01/05	05/24/06
7. Provide all seniors identified with potential graduation problems a specific individualized packet specifying deficiencies and a suggested plan for remediation signed by both parents and student within the first half of the school year.	Guidance Department Chairperson, Administrative Team	10/01/05	05/24/06
8. Strongly encourage through parental notification and student incentives, the participation of all juniors and seniors with graduation problems in a	Test Chairperson, EESAC Chairperson, Guidance Chairperson, Administrative Team, Adult	08/08/05	05/24/06

Saturday School remediation and tutorial program, and the availability for participation in our Hialeah High Adult Education reading and math tutorial courses.	Education Principal		
9. Provide ongoing individualized and group counseling conferences with mentor staff members, peer mentors, and guidance counselors for all senior SWD and LEP students that will address specific graduation requirements and deficiencies.	Guidance Chairperson and Senior Guidance Counselors, Principal	11/01/05	05/24/06
10. Provide intensified efforts to inform, market, empower, and involve all parent subgroups in the changing graduation and testing requirements especially highlighting the concepts of NCLB through Senior Parent Nights, college and financial aide workshops, and other school marketing publications.	Public Relations Coordinator, Parent Liaison, EESAC Chairperson, Activities Director, Guidance Department (All Counselors), Principal	08/08/05	05/24/06

Research-Based Programs

*High Schools That Work*NSSE Student Achievement Rubrics*Coalition of Essential Schools*CRISS*PDSA*New American High Schools- Ten Key Reform Strategies*National Council of PTA's

Professional Development

*Guidance Counselor Training Workshop*Staff Training as Advisor/Advisee for Senior Students*Parent Senior Advisor Bilingual Workshop

Evaluation

Hialeah High will implement the following formative and summative evaluation methods for the graduation objective:

*FCAT Ongoing and Final Results*Meeting Minutes*Marketing Newsletters, Flyers, and Herald Neighbors Articles*Student Rosters* Master Schedule*Parent Sign-Ins* Students/Counselor Notification and Meeting Agreements/Documentation*Community Service Documentation for Tutoring

EESAC Compliance

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

Budget:

The EESAC meets monthly to monitor progress and make recommendations to the principal. The committee participated in budget in-service activities to increase their cognizance 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 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. Last year the EESAC provided over \$50,000 in funds for FCAT materials and personnel

Training:

The EESAC participated on the SIP committee and the SACS Leadership Team which surveyed the faculty, developed the 2003-2004 and 2004-2005 staff developmental plan, and implemented and analyzed NSSE SACS Implementation Surveys, and NSSE Parent Opinion Inventories. Staff development for the 2003-2004 and 2004-2005 years included test preparation, CRISS, Algebra Action Research, Integrated Curriculum, Read 180, Accelerated Reader, Professional Growth Teams, Reciprocal Teaching, and Advanced Placement staff training. Monthly meetings were held with the SACS Leadership Team and SIP committee to monitor the plans and their implementations.

Instructional Materials:

The EESAC made recommendations to the principal regarding the ordering of relevant instructional materials. The advisory council also evaluated and analyzed sundry instructional proposals that were germane to student achievement. EESAC provided support for all SACS implementation surveys. In addition, they provided funds for FCAT incentives, FCAT and SAT review materials, attendance improvement, FCAT tutorial programs, academy graduation, and individual departmental needs as evidenced by accepted proposals. Last year the EESAC provided over \$50,000 in funds for FCAT related materials.

Technology:

The EESAC continued to stress technology as SIP and SACS Action Plan strategies and spent a portion of their budget on technology. The EESAC members are committed to continue upgrading the school's technology and incorporating its uses into the curriculum. The media center will add additional computers this year for FCAT practice and research skills. The school also fully implemented an intra school e-mail process and electronic grade book process that expanded and facilitated the communication process amongst staff and all stakeholders as per the SACS Action Plan and yearly SIP.

Staffing:

The EESAC, SACS Leadership Team and SIP committee met regularly to discuss staff needs and staffing issues, and made recommendations to the principal for the 2004-2006 budget. EESAC also subsidized an attendance aide who personally called students with attendance or truancy problems. They also monetarily supported an after school detention program that helped measurably curtail student tardiness to class. In addition, they fully subsidized a reading coach aide.

Student Support Services:

The EESAC has avidly supported the goals and objectives of the student support services program and has worked to improve parental involvement in the area. EESAC members help facilitate the success of guidance and academic counseling for students. The council provided monetary support for our nationally recognized Project 540 student empowerment program. They also provided monetary support for school-wide FCAT incentives, academy graduation recognition, and for students attending advanced academic summer institutes. They also provided funding for the purchase of student agendas to improve student time- management and learning to learn skills as required in the SACS Action Plan. Three student members provide cogent and germane input at the monthly meetings, Student news is highlighted at every EESAC meeting. Last year EESAC sponsored five parent FCAT training workshops.

Other Matters of Resource Allocation:

The EESAC has fully supported our School to Career, High Schools that Work and Coalition of Essential Schools Programs, SCANS, NSSE Survey implementation yearly, and the SACS Action Plan implementation process. They have also supported all aspects of the SIP, allocating monetary support for personnel, materials, and technology as matching funds. Student incentives for FCAT, attendance, and outstanding academic and service achievement are also provided.

Benchmarking:

The EESAC, SACS Leadership Team, and SIP committee met monthly to monitor the progress of school goals, objectives, implementation of strategies, completion of pertinent activities, and analysis of formative diagnostic prescriptive evaluation results. EESAC met monthly with the SACS Leadership Team chairman to review in detail every section of the SACS self-study and the accurate implementation of the Action Plan implementation process, providing input, and feedback insuring successful and meaningful alignment of the self-study process and school improvement process.

School Safety & Discipline:

The EESAC subsidized the yearly NSSE Parent Inventory that specifically has sections related to parental input about school discipline and safety. EESAC also provides monetary support for attendance callers, and attendance incentives. They also provide yearly subsidizing of student agendas, attendance parties, and the after school detention program that has a measurable influence on school attendance, tardies, and discipline. The EESAC Chairman is the coordinator of the school wide mediation program rated as the “best high school conflict resolution program in Miami-Dade County”. EESAC also disseminated Parent Contact Policies throughout the community and sponsors the Parent Newsletter through the chairman.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent