
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7131 - Hialeah-Miami Lakes Senior High School

FeederPattern: Hialeah-Miami Lakes Senior

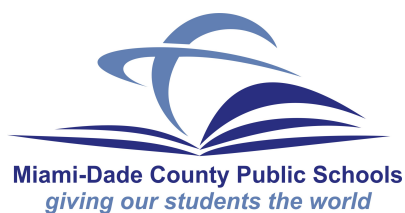
Region: Regional Center I

District: 13 - Miami-Dade

Principal: Karen Robinson

*Adult/Vocational
Principal:* Nilda Diaz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah-Miami Lakes Senior High School

Hialeah-Miami Lakes Sr. High (HML) serves a diverse student body which is reflective of the Miami-Dade community. The curriculum of HML is geared towards meeting the individual needs of the students, and is implemented by a faculty that is truly committed to equipping students with the skills required to be thinkers and successful problem solvers. The teachers work diligently in offering a myriad of remedial to advanced academic choices. Course offerings include: thirteen advanced placement options in core academic areas, extensive elective offerings in the required subject areas of Mathematics, Language Arts, Science and Social Studies, gifted courses in all academic areas, five Foreign Language options, and an extensive visual and performance arts program. HML's varied and successful extra curricular program has resulted in numerous awards and accolades for our students' service to their community. HML students have completed tens of thousands of hours of volunteer service over the past five years, more than the state requires. School clubs alone complete 5,000 – 6,000 hours per year. Despite many accomplishments, there are numerous educational issues that demand increased attention. HML's inclusion in the Miami-Dade County Public School's School Improvement Zone targets underachieving students with specific literacy-centered curriculum such as READ 180. Extended hours for students are focused on improving overall student performance with offerings such as reading, SAT Prep, AP World History, Theatre Arts and Band. Teachers have taken great strides toward improving instructional strategies to best meet students' needs. The objectives for the school year are to meet Adequate Yearly Progress as stated below.

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Hispanic subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Limited English Proficient subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006

administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Students with Disabilities subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Free and Reduced Lunch subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Black subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Limited English Proficient subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Students with Disabilities subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Free and Reduced Lunch subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 88 percent of the students achieving a 4.0 on the 2006 administration of the FCAT Writing Plus test.

Given instruction based on the Sunshine State Standards the Black subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Hispanic subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Students with Disabilities subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Limited English Proficient subgroup will

improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Free and Reduced Lunch subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, tested students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 275 on the 2006 administration of the FCAT Science Test.

Given schoolwide attention to parental involvement, the school will demonstrate a 20 percent increase in parental and community interaction as evidenced by comparing PTSA membership for the 2005 and 2006 school year.

Student attendance will improve as evidenced by a two percent increase in overall attendance for the 2005-2006 school year when compared to 2004 – 2005 overall attendance data.

The number of students utilizing FCAT Explorer during the 2006 school year will increase by 50 percent when compared to FCAT Explorer data from the 2005 school year.

Giving emphasis to the physical fitness testing required by the 2006 FITNESSGRAM, 50 percent of students will demonstrate a high level of physical fitness in 2005 - 2006 as compared to 2004 - 2005.

Given an emphasis on the development of the small learning community Reform Model, two elective programs will be created in the 2005 - 2006 school year in coordination with the Secondary School Reform (SSR).

Hialeah-Miami Lakes Senior High School will improve its ranking on the State of Florida ROI index publication from the 52nd percentile in 2003-2004 to the 65th percentile on the next publication of the index.

Graduation rate will increase by a minimum of two percentage points during the 2005-2006 school year as compared to the 2004-2005 school year.

The Organizational Performance Improvement Snapshot Survey was analyzed and reviewed. After discussing the data, two criteria items were chosen as targeted areas for improvement. Under the category, Strategic Planning, 18 percent of faculty and staff believed that the organization does not ask for their ideas during strategic planning and 30 percent of faculty and staff neither agreed or disagreed with the statement. The rationale for selecting this item lies in the 30 percent of staff that feel indifferent to the plans of the future. With the strong emphasis placed on school-wide collaboration and planning throughout the district and state, we need to address this issue. Under the category, Business Results, 13 percent of faculty and staff believed that the organization does not remove things that get in the way of their progress and 31 percent neither agreed or disagreed with the statement. The rationale for selecting this

item lies in the 31 percent of staff that have no opinion on the matter. The organization strives to meet the instructional needs of both students and teachers. Without the input of 31 percent of staff, this goal will be difficult to meet. To improve the areas of need, the organization will encourage faculty and staff participation in strategic planning through the implementation of the Continuous Improvement Model. The organization will also implement strategies to raise an awareness of state and district mandates while developing an open communication network for suggestions and input.

We call on our students, staff, parents, and community partners to enlist their support. With the assistance of all stakeholders, we can stimulate new learning opportunities. By working together as a team and sharing decision making, everyone can contribute positively to the success of our students.

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-Miami Lakes Senior High School

VISION

The Vision of Hialeah-Miami Lakes Senior High School is to enable students to become confident, self-directed, literate, life-long learners.

MISSION

The Mission of Hialeah-Miami Lakes Senior High School is to support student learning through the cooperation, devotion and determination of all stakeholders, including parents, students, teachers, administrators, support personnel, and the communities in which our students live. We intend to provide our students with the best academic choices and diverse educational opportunities. We will strive to establish an environment that fosters high standards and expectations, challenges all students to reach their fullest potential, and empowers them to become productive, successful and socially conscious members of our ever changing world.

CORE VALUES

Excellence

Student Learning is the Trojan Priority

Equity

Students learn in different ways and must be provided with a variety of instructional approaches in order to construct meaningful context to support their learning.

Integrity

A student's learning potential is enhanced by positive relationships and mutual respect among and between students and staff.

Citizenship

All students deserve a safe learning environment that is free of distraction.

School Demographics

Hialeah-Miami Lakes Senior High School (HML) is located in the city of Hialeah and enrolls approximately 2900 students in grades 9 – 12. HML draws from three diverse socio-economic areas. Students attending HML live in the northwestern portion of Hialeah, the town of Miami Lakes, and the city of Opa-Locka.

The composition of the student population is 70.6% Hispanic, 24.6% Black, 3.8% White, and 1% other. The special needs population is composed of 13.9% Students with Disabilities, 55.3% Free and Reduced Lunch students, and 11.6% Limited English Proficient students.

Hialeah-Miami Lakes has a 60% graduation rate among students who graduate within four years of initial entry into 9th grade. HML's dropout rate is 1.3%

Hialeah-Miami Lakes employs a total of 225 full-time staff and 32 part-time staff. This group is comprised of five administrators and 138 classroom teachers of which 27 are exceptional student education teachers, and seven are ESOL teachers. In addition, there are six counselors, one TRUST specialist, one clinician, one EH counselor, one College Assistance Program (CAP) Advisor, one Career Specialist, one Program Specialist, one Behavioral Management Specialist, one Art Therapist, one Media Specialist, and numerous other para professionals, clerical, and support staff. The professional qualifications of teachers with advanced degrees show 8 percent with Specialist Degrees, 41 percent with Masters Degrees, and three teachers have National Board Certification.

Several issues concerning challenges in learning have been identified. There is a high student mobility rate which results in frequent absences and a lack of continuity for the students. This poses a challenge for the students and teachers to achieve the desired educational goals of the curriculum. Although after-school tutoring is available to students, they are reluctant to spend time outside the classroom to master new skills and reinforce the skills taught in class. In addition, only a small percentage of students have computer access at home.

The curricular offerings are extensive, providing for the needs of the student body at all levels of ability and interest. Awards, recognitions, and grants are numerous and include: national band recognitions, state JROTC recognitions, state performing arts recognitions, state-recognized AIDS and Drugs Awareness programs, district community service awards, Hispanic Heritage Cervantes Essay awards, and several grants including the Comprehensive School Reform Grant and the Technology Mentor Grant.

Hialeah-Miami Lakes epitomizes the statement that “the student is the reason for the existence of our school.” At HML, the ultimate goal is to foster in its students the ability to become lifelong learners. Students should think clearly and independently and live with courage and confidence.

School Foundation

Leadership:

The results of the Leadership Category from the Miami-Dade County Public Schools (MDCPS) Organizational Performance Improvement Survey (OPIS) indicate that leadership is Hialeah-Miami Lakes's (HML) strongest category. HML's average score in this category is a 4.2 out of 5 possible points. I know my organization's mission scored highest overall by faculty and staff with a score of 4.4. My organization asks me what I think scored lowest in this category with a score of 3.6. HML will strive to continue to maintain this category high by keeping communication lines open within our school.

District Strategic Planning Alignment:

The results of the Strategic Planning Category from the M-DCPS OPIS indicate that strategic planning is HML's weakest category. HML's average score in this category is a 3.8 out of 5 possible points. I know the parts of my organization's plan that will affect me and my work scored highest overall by faculty and staff with a score of 4.0. As it plans for the future, my organization asks for my ideas scored lowest in this category with a score of 3.5. HML will improve in this category by offering more opportunities for faculty and staff members to give input in many different facets of school functioning.

Stakeholder Engagement:

The results of the Customer and Market Focus Category from the M-DCPS OPIS indicate that stakeholder engagement is HML's third highest category. HML's average score in this category is a 4.1 out of 5 possible points. I know who my most important customers are scored highest overall by faculty and staff with a score of 4.4. I ask my customers if they are satisfied or dissatisfied with my work scored lowest in this category with a score of 3.8. HML can continue to improve in this category by being more engaged with our stakeholders and getting as well as giving them more input.

Faculty & Staff:

The results of the Human Resource Focus Category from the M-DCPS OPIS indicate that human resources scored in the middle range among the seven category. HML's average score in this category is a 4.1 out of 5 possible points. The people I work with cooperate and work as a team scored highest overall by faculty and staff with a score of 4.3. I am recognized for my work scored lowest in this category with a score of 3.8. HML will improve in this category by fostering more open channels of communication with faculty and staff to give them venues through which they can share ideas, give opinions on existing programs and have opportunities to assist in school improvement.

Data/Information/Knowledge Management:

The results of the Measurement, Analysis, and Knowledge Management Category from the M-DCPS OPIS indicate that data/information is HML's second strongest category. HML's average score in this category is a 4.2 out of 5 possible points. I know how to measure the quality of my work scored highest overall by faculty and staff with a score of 4.4. I get the information I need to know about how my organization is doing scored lowest in this category with a score of 4.0. HML will continue to maintain this category high by opening channels of communication through interdisciplinary teams where teachers can share information and disseminate it school wide.

Education Design:

The results of the Process Management Category from the M-DCPS OPIS indicate that process management scored second to last out of seven clusters. HML's average score in this category is a 3.9 out of 5 possible points. We have good processes for doing our work scored highest overall by faculty and staff with a score of 4.0. I can get all of the resources I need to do my job scored lowest in this category with a score of 3.7. HML will improve in this cluster by giving teachers opportunities for input on purchases that are initiated by discretionary funds.

Performance Results:

The results of the Business Results Category from the M-DCPS OPIS indicate that performance results scored third to last out of seven category. HML's average score in this category is a 4.0 out of 5 possible points. My organization obeys laws and regulations scored highest overall by faculty and staff with a score of 4.3. I know how my organization is doing financially scored lowest in this category with a score of 3.1. HML will improve in this category by disseminating information regarding school finances to teachers over the course of the school year.

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 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 1 STATEMENT:

To increase the reading performance of all No Child Left Behind populations.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicate that: 20 percent of students met high standards in reading, a decrease of two percentage points; 44 percent of students made learning gains in reading, an increase of two percentage points; and 54 percent of students in the lowest 25 percent made learning gains in reading, an increase of one percentage point. Eight percent of Black Students, 19 percent of Hispanic students, 15 percent of Free and Reduced Lunch students and one percent of Limited English Proficient students scored at or above grade level in reading. FCAT Reading scores ranging from 2002 through 2005 indicate that our 9th grade students have not performed on a consistent basis in the reading content clusters. Scores from the 2004-2005 FCAT show that the strongest area for students was Comparisons, while the weakest areas were Main Idea/Author's Purpose and Reference/Research. Data from 2003-2004, however, show that students scored highest on Words/Phrases and Comparisons but were again weakest in Reference/Research. Data from the 2002-2003 school year indicate that students were again strongest in Main Idea/Author's Purpose but weakest in their Reference/Research. FCAT Reading scores ranging from 2002 through 2005 indicate that our 10th grade students have not performed on a consistent basis in the reading content clusters. FCAT Reading scores ranging from 2002 through 2005 also show that students are not making enough significant gains to move from Level 1 to Level 2. In 2004, the FCAT scores indicate that two percent of students moved down to Level 2. While scores on 2005 FCAT indicate six percent of students moved down to Level 1, an increase of four percentage points. However, trends in the performance of the lowest achieving 25 percent of students indicate an increase of students making learning gains in the 2004-2005 year.

The fluctuation in the mastery of skills demonstrated by student FCAT scores during the last three years indicates the need to develop a data driven curriculum that assesses students consistently and provides for remediation. The inconsistency of scores also points to the need for a more structured approach to the delivery of instruction across the content areas.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Hispanic subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Limited English Proficient subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Students with Disabilities subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Free and Reduced Lunch subgroup will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide FCAT Explorer and Compass Learning pull out tutoring through 9th grade Freshman Orientation classes and 10th grade Health, Driver Education, and Students with Disabilities classes	Principal, Assistant Principals and Teachers	08/10/2005	05/15/2006
Administer monthly & quarterly assessments aligned to Sunshine State Standards tested benchmarks.	Principal, Assistant Principals and Teachers	08/10/2005	05/15/2006
Implement reading intervention programs; Read 180, Read XL, Reading Plus and Classroom Inc. aligned to individualized student reading levels.	Principal, Assistant Principals, Reading Coach and Reading Teachers	08/10/2005	05/15/06
Distribute an instructional calendar, Team Trojan Techniques, to all teachers with an explanation of Sunshine State Standards benchmarks that will be reviewed across content areas simultaneously.	Principal, Assistant Principals, Reading Coach, and Department Chairs	08/10/2005	05/15/2006
Provide reading remediation to identified target	Principal, Assistant Principals and	08/10/2005	05/15/2006

groups (LEP, Students with Disabilities, FCAT Levels 1 & 2) or advancement through extended school day and school year programs.	Teachers		
Provide students the opportunity to familiarize themselves with the Media Center and encourage leisure reading.	Principal, Assistant Principals, Reading Leader, Media Specialist and Classroom teachers	08/10/2005	05/15/2006
Utilize CRISS strategies to improve literacy skills in all content areas.	Principal, Assistant Principals, Reading Leader, Classroom teachers	8/10/2005	5/15/2006
Initiate an Academic Improvement Plan (AIP) on all FCAT level 1, FCAT retakers and students not being successful in Language Arts. classes.	Principal, Assistant Principals, Reading Leader, Department Chair, Classroom Teachers.	8/10/2005	5/15/2006

Research-Based Programs

Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL, Great Source Reading Based Program, Creating Independence through Student-Owned Strategies (CRISS), Reading Plus, Classroom Inc., TODAY's "Experience Today" Program, and Florida Literacy, Reading Excellence/University of Central Florida's Reading Partnership and Shining Star.

Assessments: Gates McGinnitie, Oral Fluency Measure, Scholastic Reading Inventory, and Diagnostic Assessment of Reading

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the senior high school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Gates McGinnitie, Oral Fluency Measure, and Diagnostic Assessment of Reading. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the state adopted Focus Continuous Improvement Model. The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices in differentiated instruction. Training shall occur during planning time, early release and at the end of the school day. Provide professional development to instructional staff in reading's "Big Five." Teachers will be provided with the following workshops: Bi-weekly Wednesday workshops focusing on strategies to help students master the Florida SSS; CRISS workshops/training; USA TODAY workshops/training; Vertical Teams; Feeder Pattern Articulation; Cognitive Coaching workshops; College Board workshops and training in reading; District level workshops and training in reading; and the University of Central Florida on-line Reading Certification courses.

Evaluation

Formative monthly benchmark assessments will be administered by the teacher along with District Interim Reading Assessment. Generated data will be used to redirect classroom instruction and flexible tutorials. For students enrolled in intensive reading courses, the Gates McGinnitie assessment will be used for screening. The progress monitoring for students is the Oral Fluency Measure. The diagnostic assessment for students not demonstrating improvement on the Oral Fluency Measure is the Diagnostic Assessment of Reading. The 2006 FCAT Reading test.

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 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 2 STATEMENT:

To increase the mathematics skills of all No Child Left Behind populations.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicate that 47 percent of students met high standards in mathematics, an increase of one percentage point, and 66 percent of students made learning gains in mathematics, an increase of three percentage points. Twenty-three percent of Black students, 44 percent of Hispanic students, 36 percent of Free and Reduced Lunch students, 22 percent of Limited English Proficient students, and 11 percent of Students with Disabilities scored at or above grade level in mathematics. FCAT Mathematics scores indicate students in ninth grade maintained or improved in the content areas of Measurement, Geometry and Algebraic Thinking but decreased in the areas of Number Sense and Data Analysis. Students in tenth grade maintained or improved in the content areas of Number Sense and Data Analysis but decreased in areas of Measurement, Geometry and Algebraic Thinking. The fluctuation in the mastery of skills demonstrated by student FCAT scores during the last three years indicates the need to develop a data driven curriculum that assesses students consistently and provides for remediation. The inconsistency of scores also points to the need for a more structured approach to the delivery of instruction across the content areas as well as a more structured instructional program.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Black subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Limited English Proficient subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Students with Disabilities subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Free and Reduced Lunch subgroup will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
All mathematics teachers in grades 9 – 12 will focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in Mathematics.	Principal, Assistant Principals, Mathematics Teachers	8/10/2005	5/15/2006
Initiate a team approach by establishing a lead teacher in each specific mathematics category (algebra, geometry, algebra II) who will work with teachers to aid in development and implementation of course content.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	8/10/2005	5/15/2006
Administer weekly, monthly and quarterly assessments aligned to the Sunshine State Standards Benchmarks.	Principal, Assistant Principals, Department Chair and Mathematics Teachers	8/10/2005	5/15/2006
Develop and distribute an Instructional calendar for the 2005-2006 school year to all teachers with an explanation of every SSS benchmark that will be reviewed.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	8/10/2005	5/15/2006

Provide FCAT Explorer pull-out tutoring through 9th grade Freshman Experience classes and 10th grade Driver Education classes.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Utilize CRISS reading strategies when presenting word problems in mathematics classes.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	8/10/2005	5/15/2006
Initiate an Academic Improvement Plan (AIP) on all FCAT level 1, FCAT retakers and students not being successful in Mathematics classes.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	8/10/2005	5/15/2006
Utilize extended school day and school year to offer remedial assistance to students in 9th and 10th grades and FCAT Retakers.	Principal, Assistant Principals, Classroom Teachers	8/10/2005	5/15/2006

Research-Based Programs

Programs: FCAT Explorer, Riverdeep, Academic Skills Tutor, and Glencoe textbooks, Creating Independence through Student-Owned Strategies (CRISS), Classroom Inc., and USA TODAY's "Experience Today" Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Training will include the core mathematics program, intervention programs and assessments used at the senior high school level. Provide professional development on the 8-Step Continuous Improvement Model for school reform. Lead Teacher Teams will be created to aid in development and implementation of strategies to assist students mastering the Florida SSS. Teachers will be provided with workshops such as: College Board workshops and trainings, District Level workshops and trainings, Vertical Teams, and Feeder pattern Articulation.

Evaluation

Formative monthly benchmark assessments will be administered by the teacher along with District Interim Mathematics Assessments. Generated data will be used to redirect classroom instruction and flexible tutorials. For students enrolled in intensive math courses, mini-benchmark assessments will be used for progress monitoring. Data obtained through Edusoft will be used for remediation and tutorials utilizing FCAT Explorer, Riverdeep, Academic Skills Tutor, and Glencoe textbooks. The 2006 FCAT Mathematics test.

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 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 3 STATEMENT:

Increase the writing performance of all No Child Left Behind populations

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 74 percent (of students scored 3.5 or above. Eighty-six percent of Black students, 86 percent of Hispanic students, 83 percent of Free and Reduced Lunch students, 70 percent of Limited English Proficient students, and 52 percent of Students with Disabilities improved their performance in writing by one percent as measured by the Adequate Yearly Progress Report. Data ranging from 2000-2004 show that the mean score in writing has either increased or remained unchanged. However, scores on the 2005 FCAT Writing showed a two percentage point decrease in students receiving a 3.5 or higher in writing. In the 2004-2005 school year, the mean score decreased from 3.8 to 3.7. The percent of students scoring in level six remained unchanged, the percent of students scoring in level five decreased by three percentage points, and the percent of students scoring in level 4.5 decreased by one percentage point, thus increasing the number of students scoring in levels four and below. Data also show that while 85 percent of students met high standards in persuasive writing, only 74 percent met high standards in expository writing. Data indicate that students would benefit from additional support in the writing of persuasive essays.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 88 percent of the students achieving a 4.0 on the 2006 administration of the FCAT Writing Plus test.

Given instruction based on the Sunshine State Standards the Black subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Hispanic subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Students with Disabilities subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Limited English Proficient subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards Free and Reduced Lunch subgroup will improve their writing skills as evidenced by 88 percent of the students achieving 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts	Principal, Assistant Principals, Department Chairs and Teachers	8/10/2005	5/15/2006
Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Principal, Assistant Principals, Department Chair and Teachers	8/10/2005	5/15/2006
Instruct students in Freshman Experience and Language Arts on the Six Traits of Writing techniques/strategies.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Develop a school-wide instructional calendar with a focus on the Writing SSS.	Principal, Assistant Principals, Department Chairs and Teachers	8/10/2005	5/15/2006
Utilize FCAT Writing packages in language arts	Principal, Assistant Principals,	8/10/2005	5/15/2006

classes providing sample prompts to familiarize them with the two types of FCAT Writing prompts they will see on the test.	Department Chairs and Teachers		
Instruct on the use of CRISS strategies in the organizational part of FCAT Writing Plus.	Principal, Assistant Principals, Classroom Teachers	8/10/2005	5/15/2006
Initiate an Academic Improvement Plan (AIP) on all FCAT level 1, FCAT retakers and students not being successful in writing classes.	Principal, Assistant Principals, Classroom Teachers	8/10/2005	5/15/2006

Research-Based Programs

Programs: Creating Independence through Student-owned Strategies, Six Traits of Writing, Learning Express computer-based software application, McGraw-Hill Glencoe Writer's Choice textbook series

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include FCAT Writing strategies, Holistic Scoring Rubric, Six Traits of Writing, Learning Express computer-based software application, and McGraw-Hill Glencoe Writer's Choice textbook series. Professional development provided will enable school-site administrators to support the school-wide writing initiative and the further development of the 8-Step Continuous Improvement Model. The School Improvement Zone Curriculum Support Specialists will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices. Training shall occur during planning time, early release and at the end of the school day.

Evaluation

Quarterly Sunshine State Standards aligned assessments will be administered by the teacher along with District pre and post writing assessments. Data generated from these assessments will be used to redirect classroom instruction and flexible tutorials.

The 2006 FCAT Writing Plus Test.

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 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 4 STATEMENT:

Increase science performance of all No Child Left Behind populations

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that 43 percent of the students scored at or above the district mean scale score of 275. Comparative data from 2004 and 2005 show that students increased seven percentage points in the Physical/Chemical cluster, decreased 11 percentage points in the Life/Environmental cluster, and decreased five percentage points in the Scientific Thinking cluster. The decrease in the mastery of skills demonstrated by student FCAT scores during the last two years indicates the need to develop a data driven curriculum that assesses students consistently and provides for remediation. The decrease in scores also points to the need for a more structured approach to the delivery of instruction across grade levels in science as well as a more structured instructional program.

Measurable Objective

Given instruction based on the Sunshine State Standards, tested students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 275 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and distribute an Instructional Calendar for the 2005-06 school year to all teachers with an explanation of every SSS benchmark that will be reviewed across content areas simultaneously.	Principal, Assistant Principals, Department Chairs and teachers	08/10/2005	05/15/2006
Provide inservice workshops to all science teachers on the SSS to ensure that their curriculum promotes activities for higher order questioning and advanced problem solving.	Principal, Assistant Principals, Department Chairs and Teachers	08/10/2005	05/15/2006
Create vertical teams that focus on curriculum mapping which supports the SSS and promotes higher order questions and assessments.	Principal, Assistant Principals, Department Chairs and Teachers	08/10/2005	05/15/2006
Inform parents about the Hialeah-Miami Lakes Science fair through a take home flyer, the marquee, and a phone recorded message inviting them to support and attend the fair.	Principal, Assistant Principals, Department Chairs and Teachers	08/10/2005	05/15/2006
Initiate an Academic Improvement Plan (AIP) on all students not being successful in their Science class.	Principal, Assistant Principals, Classroom Teachers	8/10/2005	5/15/2006
Utilize CRISS reading strategies to improve students organizational and critical thinking skills.	Principal, Assistant Principals, Classroom Teachers	8/10/2005	5/15/2006
Instruct students on the use of the Internet to communicate with scientists and locate scientific resources to promote science career research utilizing the Media Center resources.	Principal, Assistant Principals, Department Chairs, Teachers and Media Specialist	08/10/2005	05/15/2006
Offer an opportunity for students to enroll in a fourth science course during the extended school day.	Principal, Assistant Principals, Department Chairs and Teachers	08/10/2005	05/15/2006

Research-Based Programs

Research-Based Programs that have been implemented at HML across the content and elective areas include: Creating Independence through Student-owned Strategies (CRISS); USA TODAY's "Experience Today" Program; constructivist method of teaching (labs); Discovery Learning (labs and experiments).

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the senior high school level. Teachers will be provided with the following workshops: Bi-weekly Wednesday trainings and sharing within teams focusing on strategies to help students master the Florida SSS; cognitive coaching to aid in development and implementation of strategies to assist students in mastering the Florida SSS; College Board workshops and trainings; District level workshops and trainings; and Vertical Teams Articulation.

Evaluation

Formative monthly benchmark assessments will be administered by the teacher along with District Interim Science Assessments. Generated data will be used to redirect classroom instruction and flexible tutorials. For students enrolled in science courses, mini-benchmark assessments will be used for progress monitoring. Data obtained through Edusoft will be used for remediation and tutorials utilizing FCAT Explorer, Riverdeep, Academic Skills Tutor, and Glencoe textbooks. The 2006 FCAT Science Test.

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

GOAL 5 STATEMENT:

To increase parental involvement to improve communication between home and school.

Needs Assessment

Parent Teacher Student Association (PTSA) membership for the school year of 2004 was compared to the school year of 2005. Results of the comparison indicate an increase in membership from 14 to 48 members. In addition, of the 312 School Climate Surveys distributed to parents, only 85, or 27 percent were returned. Responses indicate that 37 percent had not attended any school function. 55 percent, or 37 parents attended one to three school functions. Data from the PTSA membership and the School Climate Surveys indicate that there is a lack of parental and community participation and interest which points to the need to develop communication to increase parental and community involvement in order to support student achievement.

Measurable Objective

Given schoolwide attention to parental involvement, the school will demonstrate a 20 percent increase in parental and community interaction as evidenced by comparing PTSA membership for the 2005 and 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and distribute quarterly EESAC newsletters to parents.	Principal, Assistant Principals, and EESAC Chair	08/10/2005	05/15/2006
Utilize the school marquee, the Miami Herald, El Nuevo Herald, and The Miami Laker to disseminate school information.	Principal, Assistant Principals, and Activities Director	08/10/2005	05/15/2006
Provide parents with the opportunity to pick up the student report cards for the first and third nine weeks at the school site.	Principal, Assistant Principals, Counselors and Teachers	10/18/2005	2/28/2006
Encourage and promote increased community involvement through collaboration with Dade Partners and School Volunteer Program and other local family-oriented initiatives.	Principal, Assistant Principals, Counselors, Career Specialist, Teachers	08/10/2005	05/15/2006
Review and update student telephone numbers and addresses through homeroom verification checks.	Principal, Assistant Principals, Teachers and Office Staff	08/10/2005	05/15/2006
Conduct Parenting workshops on adolescent behaviors and strategies.	Principal, Assistant Principals, Counselors and TRUST Counselor.	8/10/2005	5/15/2006
Maintain parent information centers in the main office and in the library media center to make available to all parents pertinent HML information.	Principal, Assistant Principals, Media Specialist, Counselors and Reading Coach	08/10/2005	05/15/2006
Conduct parental informational meetings to communicate: graduation requirements, testing requirements, attendance policy, school programs, and availability of student services.	Principal, Assistant Principals, Counselors, Teachers, Media Specialist and Reading Coach	08/10/2005	05/15/2006
Utilize the telephone communication system and home visits to keep parents more informed regarding school events and programs.	Principal, Assistant Principals and School Social Worker	08/10/2005	05/15/2006

Research-Based Programs

Program: National PTA Standards for Parent and Family Involvement Programs, National Standards of Parental and Family Involvement Program (Program by the National Parent, Teacher Student Association), Passport to Success, Parents as Partners in Reading.

Professional Development

Monthly Educational Excellence School Advisory Council (EESAC) meetings, Quarterly PTSA meetings. Suspension Alternative Program (SAP). Drug of the Month program, to train Science teachers about different drugs for in-class lessons. Humans Against Violence Everywhere(HAVE)to promote dating and relationship awareness.

Evaluation

This objective will be evaluated by compiling attendance rosters at HML events, through School Climate Parent Survey and Increase in PTSA membership of 20 percent.

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.)

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

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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:

Create a scenario of safety to improve student attendance.

Needs Assessment

While demonstrating a four place rank increase among Miami-Dade County Senior High Schools, in overall attendance, Hialeah Miami Lakes Senior High is still in the lowest quartile for all High School attendance. In the 2003 – 2004 school year, Hialeah Miami Lakes had 90.07% overall student attendance. In the 2004 – 2005 school year, Hialeah Miami Lakes Senior High had 91.68% overall student attendance, an increase of 1.61%

Measurable Objective

Student attendance will improve as evidenced by a two percent increase in overall attendance for the 2005-2006 school year when compared to 2004 – 2005 overall attendance data.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain and enforce student identification badges policy.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Provide a regular hall sweep program to maintain optimum learning environment.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Utilize school social worker and counselors to conduct home visits and conferences regarding student attendance.	Principal, Assistant Principals, Social Worker and Counselors	8/10/2005	5/15/2006
Continue with the implementation of the Freshmen Experience Transition class utilizing Tools for Success and Classroom Inc.	Principal, Assistant Principals and Classroom Teachers	08/10/2005	5/15/2006
Conduct group sessions for at risk students.	Principal, Assistant Principals, TRUST Counselor	8/10/2005	5/15/2006
Utilize automated phone robot to call home to students who are not in school.	Principal, Assistant Principals and Attendance Personnel	8/10/2005	5/15/2006
Implement and enforce mandatory uniform policy.	Principal, Assistant Principals and Teachers	8/10/2005	5/15/2006
Institute truancy referral team to obtain “truancy star.”	Principal, Assistant Principals and Attendance Personnel	8/10/2005	5/15/2006

Research-Based Programs

Programs: state adopted FOCUS 8-Step Continuous Improvement Model (CIM), Tools for Success, Safe and Drug Free Schools, Gun Free Schools Act, Anti-bullying Program.

Professional Development

Administrators and teachers will attend various workshops such as: FTE, electronic gradebook management, crisis management training, and positive behavioral intervention plans.

Evaluation

School Climate Survey, The Comprehensive School Reform Survey, and The Miami-Dade County Public Schools attendance report will be used as the evaluation tools.

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.)

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

GOAL 7 STATEMENT:

To increase the use of technology to advance student achievement.

Needs Assessment

Data from FCAT Explorer during the 2005 school year indicate that 200 students utilized FCAT Explorer on a weekly basis through the Triumphant/Terrific Trojan Program. Of these students, 53 percent demonstrated learning gains on the 2005 Reading FCAT. 25 percent increased one level on the 2005 Reading FCAT. School-wide data, however, indicate that the percentage of 10th grade students in Level 1 increased by one percentage point while the percent of students scoring in achievement Level 3 through Level 5 decreased by four percentage points. Students would benefit by the expansion of the FCAT Explorer Program.

Measurable Objective

The number of students utilizing FCAT Explorer during the 2006 school year will increase by 50 percent when compared to FCAT Explorer data from the 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a defined action plan to increase the usage of FCAT Explorer for students.	Principal, Assistant Principals, Technology Cohort and Teachers	08/10/2005	05/15/2006
Expand the Triumphant/Terrific Trojan program to include targeted No Child Left Behind subgroups.	Principal, Assistant Principals and Teachers	08/10/2005	05/15/2006
Provide support and training to teachers on FCAT Explorer as a supplemental instructional tool to include in their curriculum.	Principal, Assistant Principals, Teachers and Reading Coach	08/10/2005	05/15/2006
Identify a technology cohort to assist in the use of technology in the classroom.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Select a Technology Mentor to assist teachers in using technology in the classroom	Principal, Assistant Principals and EESAC	9/30/2005	5/15/2006

Research-Based Programs

Programs: State adopted FOCUS 8-Step Continuous Improvement Model of School Reform, READ 180 Program, Reading Plus Program, Learning 100, Compass Learning, System for Technology Accountability and Rigor (STAR), National Education Technology Standards (NETS), FCAT Explorer.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include core reading programs utilizing technology such as FCAT Explorer, READ 180, Reading Plus, and Learning 100.

Evaluation

Monthly FCAT Explorer Assessments will be administered by the teacher. Results will be analyzed to provide students with the necessary remediation and tutorials. The number of students utilizing the FCAT Explorer for 2006 will increase by 50 percent as compared to 2005.

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.)

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

GOAL 8 STATEMENT:

To increase student awareness in the areas of Health and Physical Fitness.

Needs Assessment

The 2004 Physical Fitness Testing of the "FITNESSGRAM" was compared to the 2005 Physical Fitness Testing of the "FITNESSGRAM". The results indicate a drop from 45 percent in 2004 to 37 percent in 2005 achieving high levels of physical fitness, a decrease of eight percentage points.

Measurable Objective

Giving emphasis to the physical fitness testing required by the 2006 FITNESSGRAM, 50 percent of students will demonstrate a high level of physical fitness in 2005 - 2006 as compared to 2004 - 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly classroom presentations about drug awareness	Principal, Assistant Principals, TRUST Counselor and Science Teachers	08/10/2005	05/15/2006
Encourage the participation of students in Physical Education, Personal Fitness and Health courses.	Principal, Assistant Principals, Physical Education Teachers, Health Teachers and Personal Fitness Teachers	08/10/2005	05/15/2006
Utilize the District's "AIDS Get the Facts" Curriculum Guide.	Principal, Assistant Principals and Health Teachers	08/10/2005	05/15/2006
Implement the District's Comprehensive Health Curriculum	Principal, Assistant Principals and Health Teachers	08/10/2005	05/15/2006
Inform all students they are eligible to receive a free breakfast.	Principal, Assistant Principals, Health Teachers and Personal Fitness Teachers	08/10/2005	05/15/2006
Perform quarterly preparatory FITNESSGRAM assessments to monitor attainment of goals.	Principal, Assistant Principals and Physical Education Teachers	08/10/2005	05/15/2006
Monitor the Physical Education and Health Programs as it relates to activities and assessment, align it to district goals and objectives.	Principal, Assistant Principals, Health Teachers, Physical Education Teachers.	8/10/2005	5/15/2006

Research-Based Programs

Programs: Miami-Dade County Public Schools FITNESSGRAM, State adopted FOCUS 8-Step Continuous Improvement Model of School Reform.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Inservices providing teachers with information on the District's curriculum as needed, and conducting CPR inservices to faculty, health counseling.

Evaluation

FITNESSGRAM and Quarterly Preparatory Assessments, 50 percent of students demonstrate a high level of physical fitness.

GOAL 9: ELECTIVES & SPECIAL AREAS

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"/>

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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 9 STATEMENT:

Create Learning Communities following the Reform Model around elective offerings to promote enrollment in elective or special areas.

Needs Assessment

Enrollment data indicate that while students do participate in elective and special area courses, they do not maintain membership in the advanced level courses offered in these areas. There is a need for the development of small learning communities and academies to encourage students to pursue these programs.

Measurable Objective

Given an emphasis on the development of the small learning community Reform Model, two elective programs will be created in the 2005 - 2006 school year in coordination with the Secondary School Reform (SSR).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Secondary School Reform readiness profile on-line	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Identify school based Leadership team for Secondary School Reform.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Develop a comprehensive articulation program.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Expand community partnerships to support Secondary School Reform Plan.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Create a targeted transition program for all entry level students.	Principal, Assistant Principals, Leadership Team and Career Specialist	08/10/2005	05/15/2006

Research-Based Programs

Programs: 8-Step Continuous Improvement Model of School Reform, National Academy Foundation

Professional Development

Using the school Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include: Focus Continuous Improvement Model workshop, District offered workshops on small learning communities and academies, Data Analysis workshops focusing on elective/special area enrollment and needs

Evaluation

ISIS records to measure student subject selections in specific academy offerings

GOAL 10: RETURN ON INVESTMENT

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

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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 10 STATEMENT:

Hialeah-Miami Lakes Senior High School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003-2004 Hialeah-Miami Lakes ranked at the 52nd percentile on the State of Florida ROI index.

Measurable Objective

Hialeah-Miami Lakes Senior High School will improve its ranking on the State of Florida ROI index publication from the 52nd percentile in 2003-2004 to the 65th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Leadership Team and EESAC	08/10/2005	05/15/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Leadership Team and EESAC	08/10/2005	05/15/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, and Community Representatives	08/10/2005	05/15/2006
Collaborate with the District on resource allocation.	Principal and Assistant Principals	08/10/2005	05/15/2006

Research-Based Programs

Program: State of Florida ROI Index

Professional Development

EESAC/PTSA meetings to increase awareness of the Return on Investment index.

Evaluation

On the next State of Florida ROI index publication, Hialeah-Miami Lakes will show progress toward reaching the 65th percentile.

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 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:

Increase the graduation rate.

Needs Assessment

Graduation data indicate that only 60 percent of the students entering Hialeah-Miami Lakes Senior High School as freshman complete the requirements to graduate in four years.

Measurable Objective

Graduation rate will increase by a minimum of two percentage points during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide support and assistance for the improvement of academic achievement by improving the school climate and promoting a positive learning environment through safe schools facilitators.	Principal, Assistant Principals and Counselors	8/10/2005	5/15/2006
Attend the National Academy Foundation (NAF) Leadership Summit on November 2-3, 2005.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Conduct informational meetings for students and/or parents on graduation requirements and post secondary school or career options.	Principal, Assistant Principals, CAP Advisor, Career Specialist and Counselors	8/10/2005	5/15/2006
Develop mentorship programs for students through the Freshman Experience course.	Principal, Assistant Principals, Counselors and Teachers	8/10/2005	5/15/2006
Conduct Secondary School Reform readiness profile on-line.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Identify school based Leadership Team for Secondary School Reform.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006
Expand community partnerships to support Secondary School Reform Plan.	Principal, Assistant Principals and Leadership Team	08/10/2005	05/15/2006

Research-Based Programs

Program: state adopted FOCUS 8-Step Continuous Improvement Model of School Reform, Secondary School Reform (SSR)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include: 8-Step Continuous Improvement Model workshop, planning student development teams for at-risk students, and developing mentorship programs for students.

Evaluation

ISIS Records School Profile Information to measure student graduation rate.

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:

EESAC participates in budget in-services and activities conducted by the principal. In the course of their monthly meetings, members analyze the needs of the school and make recommendations to the principal regarding expenditures. The committee comes to a consensus at all times when dealing with EESAC's budgeted monies. EESAC has reached a consensus to allot budgeted monies for the 2005-2006 school year that support all of the objectives of the School Improvement Plan.

Training:

EESAC members along with the professional development team provided input to develop the 2005 - 2006 in-school plans for staff development and its implementation. The 2005 - 2006 staff development activities have been identified, discussed and tentively agreed upon. EESAC has agreed to support training aligned to the objectives of the School Improvement Plan, including but not limited to, professional development on instructional reading strategies, best practices across content areas, and technology in the classroom.

Instructional Materials:

Recommendations are made by EESAC to the principal for ordering instructional materials. The EESAC has made a priority to utilize monies budgeted to the committee to further student achievement on the Florida Comprehensive Assessment Test through the mastery of the Sunshine State Standards and to further the academic achievement of students in advanced academic programs. In the implementation of the 2005-2006 School Improvement Plan, it is the intent of EESAC to further support the objectives of the School Improvement Plan by providing CRISS training manuals, USA TODAY, technological equipment and materials, high interest leveled trade books, reading and mathematics supplemental and intervention resources, and other instructional materials as approved by the district.

Technology:

EESAC supports and emphasizes the importance of any technological issues and initiatives addressed in the School Improvement Plan which include but are not limited to: Edusoft, Read 180, FCAT Explorer, network expansion, Reading Plus, Compass Learning, and wireless technology.

Staffing:

EESAC members regularly discuss staffing issues in order to ensure the best educational learning environment for the student. They work with the principal to look at the present staffing configuration and school needs in making decisions concerning after school tutoring staff, pull-out staff, security monitors, and additional instructional support.

Student Support Services:

The objectives and goals of the Student Support Services Program are facilitated by EESAC's commitment to increase parental involvement and awareness. It is the intent of the committee to further participate and expand parental involvement through parent conferences, child study teams, counseling programs, community activities, and an HML parent center.

Other Matters of Resource Allocation:

The objectives of the 2005-2006 School Improvement Plan are fully supported by EESAC. The committee has made the commitment to continue to encourage and allocate financial support to the objectives in the School Improvement Plan. Monies have been allocated to continue the CRISS training/implementation, expansion of the USA TODAY initiative, expand instructional materials for the support of student mastery of the Sunshine State Standards, and support any School Zone/District initiatives.

Benchmarking:

EESAC members discuss and initiate benchmarking activities such as feeder pattern articulation, middle school visitations, vertical teaming workshops and networking with other local high schools.

School Safety & Discipline:

EESAC supports programs such as Peer Counseling, Conflict Resolution, TRUST, Peer Mediation and Faculty CPR Training. These programs have been implemented to ensure the safety and welfare of the stakeholders at the school. The Miami-Dade County Public School Code of Student Conduct is strictly adhered to.

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