
SCHOOL IMPROVEMENT PLAN

2006-2007



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

FeederPattern: Hialeah-Miami Lakes Senior

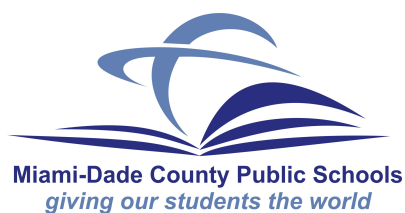
Region: Regional Center I

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: twenty-one 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, four 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 in all academic and elective areas. As a participant of Secondary School Reform we provide a ninth grade academy to support our incoming freshman with a team atmosphere to assist in their transition from middle school to high school. 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 students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Economically Disadvantaged subgroup will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Level 1 subgroup will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 70 percent of our lowest 25 percent subgroup will improve their reading skills as evidenced by making one year's growth in learning gains.

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 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 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Hispanic subgroup will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 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 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Level 1 subgroup will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the lowest 25 percent subgroup will establish a baseline to measure learning gains of students making one year's growth.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 70 percent of the students achieving a on the 2006 - 2007 administration of the FCAT Writing Plus test.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 41 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given school-wide attention to parental involvement, the percentage of parents attending one to three school functions will increase 6.2 percentage points from 54.8 percent in 2005 - 2006 to 60 percent in 2006 - 2007.

Student attendance will improve as evidenced by a one percent increase in overall attendance from 91.85 in 2005 - 2006 to 92.85 for the 2006-2007 school year.

The number of students utilizing FCAT Explorer during the 2006 - 2007 school year will increase by 10 percent, or 35 additional students, when compared to the 348 students who utilized FCAT Explorer from the 2005 - 2006 school year.

Given the need to promote lifetime fitness for daily living and overall wellness, students enrolled in physical education will increase their physical fitness by demonstrating an increase of five percent in the number of gold and silver awards they receive when compared to the 2005 - 2006 school year.

Given an emphasis on the development of the Secondary School Reform Model, ninth grade academies will be developed with a focus on Performing & Fine Arts. During the 2006 - 2007 a baseline will be established to determine the increase of enrollment in electives leading to the Performing Arts career pathway.

Hialeah-Miami Lakes Senior High School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2004-2005 to the 34th percentile on the next publication of the index.

Graduation rate will increase by a minimum of one percentage point during the 2006-2007 school year as compared to the 2005-2006 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, Business Results, 25 percent of faculty and staff believed that their work location fails to remove obstacles that get in the way of their progress and 32 percent of faculty and staff neither agreed or disagreed with the statement. The rationale for selecting this item lies in the fact that 47 percent of faculty and staff also felt that they could not get all the resources they need to do their job. With the strong emphasis placed on accountability throughout the District and State, we need to address this issue. The organization strives to meet the instructional needs of both students and teachers. To improve this area of need the organization will develop an open communication system for suggestions, input and concerns.

Under the category Business and Results, 38 percent of faculty and staff believe that they are not aware of how the organization is doing financially and 32 percent neither agreed nor disagreed with the statement. The rationale for selecting this item lies in the importance of raising an awareness of the financial capacity of the organization to meet

their individual needs. With this information, faculty and staff will be better equipped to prioritize the resources needed to fulfill their job responsibilities.

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 2779 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 70.5% Hispanic, 24.7% Black, 3.8% White, and 1% other. The special needs population is composed of 13.2% Students with Disabilities, 52.6% Free and Reduced Lunch students, and 17.4% Limited English Proficient students.

Hialeah-Miami Lakes has a 60.9% graduation rate among students who graduate within four years of initial entry into 9th grade. HML's dropout rate is 3.4%

Hialeah-Miami Lakes employs a total of 226 full-time staff and 40 part-time staff. This group is comprised of five administrators and 155 classroom teachers of which 26 are exceptional student education teachers, and six 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 seven percent with Specialist Degrees, 36.8 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, state-recognized anti-bullying program "Be Nice", 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) third highest category. HML's average score in this category is a 4.0 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 address faculty and staff concerns 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 second to last out of seven categories. HML's average score in this category is a 3.7 out of 5 possible points. I know the parts of my work location's plan that will affect me and my work scored highest overall by faculty and staff with a score of 3.8. As it plans for the future, my organization asks for my ideas scored lowest in this category with a score of 3.6. 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 second 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 3.8 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 3.9. I am recognized for my work scored lowest in this category with a score of 3.6. 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 strongest category. HML's average score in this category is a 4.1 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 4.3. I get the information I need to know about how my organization is doing scored lowest in this category with a score of 3.8. 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 is HML's weakest category. HML's average score in this category is a 3.6 out of 5 possible points. I have control over my work processes scored highest overall by faculty and staff with a score of 3.8. I can get all of the resources I need to do my job scored lowest in this category with a score of 3.4. 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 categories. HML's average score in this category is a 3.7 out of 5 possible points. My work products meet all requirements for high quality and excellence scored highest overall by faculty and staff with a score of 4.1. I know how my organization is doing financially scored lowest in this category with a score of 2.9. 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 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 2006 FCAT Reading Test indicate that: 25 percent of students met high standards in reading, an increase of five percentage points; 53 percent of students made learning gains in reading, an increase of nine percentage points; and 64 percent of students in the lowest 25 percent made learning gains in reading, an increase of ten percentage points.

Ten percent of Black Students, 25 percent of Hispanic students, 18 percent of Free and Reduced Lunch students and nine percent of Students with Disabilities scored at or above grade level in reading.

FCAT Reading scores ranging from 2003 through 2006 indicate that our 9th grade students have not performed on a consistent basis in the reading content clusters. Scores from the 2005-2006 FCAT show that students decreased 14 percentage points on the Comparisons cluster from 64 percent in 2004- 2005 to 50 percent in 2005 - 2006 and decreased five percentage points in Reference and Research from 50 percent in 2004 - 2005 to 45 percent in 2005 - 2006. Their scores remained the same from 2004 - 2005 and 2005 - 2006 in the Words/Phrases and Main Idea/Purpose clusters. Data from 2003-2004, however, show that students scored highest on Words/Phrases and Comparisons but were again weakest in Reference/Research. Data from 2004 - 2005 show that students were strongest in the Comparison Cluster once again. 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.

FCAT Reading scores ranging from 2003 through 2006 indicate that our 10th grade students have not performed on a consistent basis in the reading content clusters. Scores from the 2005-2006 FCAT show that students decreased seven percentage points in the Words/Phrases cluster from 57 percent in 2004 - 2005 to 50 percent in 2005 - 2006. Students demonstrated a nine percent gain in the Main Idea/Purpose cluster from 47 percent in 2004 - 2005 to 56 percent in 2005 - 2006. Their scores increased three percentage points from 47 percent in 2004 - 2005 to 50 percent in 2005 - 2006 for the Reference and Research cluster. Data from 2003 - 2004 however, show that students were strongest in the Comparison cluster and weakest in the Main Idea/Purpose cluster. The fluctuation 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 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	GRADUATION 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 will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 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 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Economically Disadvantaged subgroup will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the Level 1 subgroup will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 70 percent of our lowest 25 percent subgroup will improve their reading skills as evidenced by making one year's growth in learning gains.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/13/2006	6/1/2007	District-wide literacy plan	\$0.00
Utilize CRISS strategies to improve literacy skills in all content areas.	Principal, Assistant Principals, Reading Leader, Classroom teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement the MAZE and DAR assessment to monitor progress and intervention strategies.	Principal, Assistant Principals, Reading Teacher, Reading Coach.	9/13/2006	6/1/2007	District-wide literacy plan	\$0.00

Provide FCAT Explorer and Compass Learning pull out tutoring through 9th grade Freshman Orientation classes and 10th grade Health and Driver Education classes.	Principal, Assistant Principals and Teachers	9/5/2006	6/1/2007	District-wide literacy plan	\$20000.00
Administer monthly assessments aligned to Sunshine State Standards tested benchmarks in Language Arts courses.	Principal, Assistant Principals and Teachers	8/14/2006	6/1/2007	Continuous Improvement Model	\$250.00
Distribute an instructional calendar aligned to the District Subject Area Pacing Guide to all teachers.	Principal, Assistant Principals, Reading Coach, and Department Chairs	8/14/2006	6/1/2007	Continuous Improvement Model	\$100.00
Implement reading intervention programs; Read 180, Read XL, and Reading Plus to our lowest performing 25%, our LEP subgroup, our FCAT Re-taker population, and our SWD subgroup.	Principal, Assistant Principals, Reading Coach and Reading Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$200000.00
Continue implementation of HML's Reading Scene, an after school tutoring program where students work one-on-one with FIU graduate students	Principal, Assistant Principal, Teachers	9/11/2006	5/7/2007	District Strategic Plan	\$500.00
Create a school-wide vocabulary program to increase their knowledge of Tier Two words	Principal, Assistant principals, Reading Coach, teachers	9/27/2006	06/01/2007	District Strategic Plan	\$0.00
Administer quarterly assessments aligned to Sunshine State Standards tested benchmarks in reading courses.	Principal, Assistant Principal, Reading Coach, Teachers	8/14/2006	06/01/2007	Continuous Improvement Model	\$250.00
Develop a scope and sequence for Language Arts to ensure that upper level students receive a content-rich and academically rigorous curriculum.	Principal, Assistant Principal, Language Arts Department Chair, and Language Arts Teachers.	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Offer LEP students the opportunity to participate in RYSE: Refugee Youth Succeeding in Education, a supplemental educational program to improve student achievement.	Principal, Assistant Principal, Night School Principal, ESOL Department Chair, Program Teacher	9/5/2006	11/30/2006	District Strategic Plan	\$0.00
Distribute a Team Trojan Techniques handbook aligned to the school-wide instructional calendar to all teachers.	Principal, Assistant Principals, Reading Coach, and Department Chairs.	8/07/2006	06/01/2007	Continuous Improvement Model	\$300.00

Research-Based Programs

Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL, Great Source Reading Based Program, Reading Plus, Sourcebook, Classroom Inc., Florida Literacy Reading Excellence/University of Central Florida's Reading Partnership, and Shining Star.

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, MAZE, and Diagnostic Assessment of Reading. The professional development team will 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 early release on Wednesdays. Professional development will be provided to instructional staff in reading's Big Five. Teachers will be provided with the following workshops: 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 Tutor 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

Quarterly benchmark assessments will be administered by the teacher as created by the District. 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 MAZE. The diagnostic assessment for students not demonstrating improvement on the MAZE is the Diagnostic Assessment of Reading. The 2007 FCAT Reading test will serve as a summative assessment for reading.

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 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 2006 FCAT Mathematics Test indicate that 49 percent of students met high standards in mathematics, an increase of two percentage points, and 68 percent of students made learning gains in mathematics, an increase of two percentage points.

Twenty-two percent of Black students, 47 percent of Hispanic students, 38 percent of Economically Disadvantaged students, 24 percent of Limited English Proficient students, and seven percent of Students with Disabilities scored at or above grade level in mathematics.

FCAT Mathematics scores indicate students in ninth grade improved in the content area of Number Sense scoring 50 percent in 2005 - 2006 an increase of 12 percent from 38 percent in 2004 - 2005. Measurement remained at 29 percent in both the 2004 - 2005 and 2005 - 2006 assessment and Algebraic Thinking remained at 50 percent in both 2004 - 2005 and 2005 - 2006. Data Analysis scores increased 25 percentage points from 38 percent in 2004 - 2005 to 63 percent in 2005 - 2006. However, there was a nine percentage point decrease in the Geometry cluster from 36 percent in 2004 - 2005 to 27 percent in 2005 - 2006.

Students in tenth grade maintained their scores in four of the five content clusters from the 2004 - 2005 FCAT to the 2005 - 2006 FCAT. In the Number Sense content area scores remained at 45 percent; in the Measurement cluster

scores remained at 30 percent; in the Algebraic Thinking cluster scores remained at 29 percent, and in the Data Analysis cluster scores remained at 36 percent. In the Geometry cluster, students demonstrated an increase of eight percentage points from 21 percent in 2004 - 2005 to 29 percent in 2005 - 2006.

The overall two percentage point increase of students meeting high standards shows that while the data driven curriculum is proving successful, a more structured approach to the delivery of instruction across the math content areas may help increase learning gains in our lowest 25 percent of students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION 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 56 percent scoring at a Level 3 or higher on the 2007 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 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Hispanic subgroup will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 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 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Level 1 subgroup will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the lowest 25 percent subgroup will establish a baseline to measure learning gains of students making one year's growth.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
All mathematics teachers in grades 9 – 12 will focus on instruction of the content strands: Measurement, Geometry, Number Sense, Algebraic Thinking, Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar for Mathematics.	Principal, Assistant Principals, Mathematics Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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	8/7/2006	6/1/2007	Mentoring Opportunities	\$0.00
Administer monthly and quarterly assessments aligned to the Sunshine State Standards Benchmarks.	Principal, Assistant Principals, Department Chair and Mathematics Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide FCAT Explorer pull-out tutoring	Principal,	8/21/2006	6/1/2007	District Strategic	\$0.00

through 9th grade Freshman Experience classes and 10th grade Driver Education classes.	Assistant Principals and Teachers			Plan	
Utilize CRISS reading strategies when presenting word problems in mathematics classes.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	9/5/2006	6/1/2007	District Strategic Plan	\$0.00
Develop and distribute an Instructional calendar for the 2006-2007 school year aligned to the District subject area Pacing Guide to all teachers with an explanation of every SSS benchmark that will be reviewed.	Principal, Assistant Principals, Mathematics Department Chair and Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Initiate the Cognitive Tutor lab which will be used through the Intensive Math classes designed for the lowest 25 percent subgroup and our LEP subgroup.	Principal, Assistant Principal, Math Department Chair, Math Teachers	9/18/2006	6/1/2007	District Strategic Plan	\$10000.00
Offer LEP students the opportunity to participate in RYSE: Refugee Youth Succeeding in Education, a supplemental educational program to improve student achievement.	Principal, Assistant Principal, Night School Principal, ESOL Department Chair, Program Teacher	9/5/2006	11/30/2006	District Strategic Plan	\$0.00
Incorporate the Riverdeep computer-based program in math courses targeting SWD students	Principal, Assistant Principals, Teachers	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Offer math tutoring for all LEP students through the District's Tutoring Academy after school program.	Principal, Assistant Principals, ESOL Department Chair, Teachers	10/09/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Programs: FCAT Explorer, Riverdeep, Cognitive Tutor, and Glencoe textbooks, and Classroom Inc.

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 FOCUS 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

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 as well as the Cognitive Tutor lab. Data obtained through Edusoft will be used for remediation and tutorials utilizing FCAT Explorer, Riverdeep, Cognitive Tutor, and Glencoe textbooks. The 2007 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

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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:

Increase the writing performance of all No Child Left Behind populations

Needs Assessment

Results of the 2005 - 2006 FCAT Writing Test indicate that 68.27 percent of students scored 3.5 or above, an 10.68 percentage point decrease from the scores on the 2004 - 2005 FCAT Writing of 78.95. In the 2005-2006 school year, the mean score remained the same at a 3.7. for tenth grade students. The percent of students scoring 6.0 increased by one percentage point from one percent in 2004 - 2005 to two percent in 2005 - 2006, the percent of students scoring 5.0 increased by one percentage point from six percent in 2004 - 2005 to seven percent in 2005 - 2006, and the percent of students scoring 4.5 decreased by two percentage points from 16 percent in 2004 - 2005 to 14 percent in 2005 - 2006, thus decreasing the number of students scoring 4.0 and below. Data also show that while 72 percent of students scored a 3.5 or higher in expository writing, only 70 percent of students scored a 3.5 or higher in persuasive 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	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 based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 70 percent of the students achieving a on the 2006 - 2007 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students in Freshman Experience and Language Arts on the Six Traits of Writing techniques/strategies.	Principal, Assistant Principals and Teachers	8/07/2006	06/01/2007	District Strategic Plan	\$0.00
Utilize FCAT Writing packages in language arts classes providing sample prompts to familiarize them with the two types of FCAT Writing prompts they will see on the test.	Principal, Assistant Principals, Department Chairs and Teachers	8/07/2006	06/01/2007	Continuous Improvement Model	\$0.00
Instruct on the use of CRISS strategies in the organizational part of FCAT Writing Plus.	Principal, Assistant Principals, Classroom Teachers	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts	Principal, Assistant Principals, Department Chairs and Teachers	9/13/2006	5/15/2007	District Strategic Plan	\$0.00
Develop a school-wide instructional calendar with a focus on all of the Florida Writing Sunshine State Standards.	Principal, Assistant Principals, Department Chairs and Teachers	8/07/2006	06/01/2007	District Strategic Plan	\$0.00
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Principal, Assistant Principals, Department Chair and Teachers	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Create an honors writing class for students scoring at levels 3, 4, and 5 on the FCAT Reading.	Principal, Assistant Principal, Teachers	8/07/2006	06/01/2007	District Strategic Plan	\$0.00
Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups for LEP and SWD subgroups.	Principal, Assistant Principals and Teachers	8/07/2006	6/01/2007	District Strategic Plan	\$1000.00
Utilize Learning Express Software and writing prompts as formative assessments to drive instruction.	Principal, Assistant Principal, Language Arts teachers.	10/23/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Programs: 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 early release days on Wednesdays.

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 will serve as the summative assessment for writing.

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

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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:

Students will increase their science performance to meet the State required mastery level.

Needs Assessment

Scores of the 2006 FCAT Science Test indicate that 16 percent of the students met high standards. Comparative data from 2005 and 2006 show that students increased two percentage points in the Physical/Chemical cluster, increased 11 percentage points in the Life/Environmental cluster, decreased nine percentage points in the Earth/Space cluster, and decreased eight 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.

Therefore, 11th grade students need improvement in the areas of Physical/Chemical Science and Earth/Space Science as evidenced by 62 percent of students failing to meet the standards for Physical/Chemical Science and 64 percent failing to meet the standards for Earth/Space Science. This year a concerted instructional effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 41 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and distribute an Instructional Calendar for the 2006-07 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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	Career Development Programs	\$0.00
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	08/07/2006	06/01/2007	Community Partnerships	\$1000.00
Utilize CRISS reading strategies to improve student organizational and critical thinking skills.	Principal, Assistant Principals, Classroom Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data to identify strengths and weaknesses of 11th grade students.	Principal, Assistant Principal, Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Incorporate effective teaching strategies to develop student understanding of scientific concepts through classroom activities and project-based learning.	Principal, Assistant Principal, Teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Utilize the District-developed Science Pacing	Principal, Assistant Principal,	08/07/2006	06/01/2007	District Strategic	\$0.00

Guide to enhance the delivery of instruction in science and ensure that all benchmarks are taught.	Teachers		Plan	
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Research-Based Programs

Research-Based Programs that have been implemented at HML across the content and elective areas include: Glencoe McGraw-Hill Earth/Space, Chemistry, and Physical Science series; Prentice Hall Biology series.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the early release days. 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: Wednesday trainings and sharing within teams focusing on strategies to help students master the Florida SSS; College Board workshops and trainings; District level workshops and trainings; and Vertical Teams Articulation.

Evaluation

Scores on the 2007 FCAT Science test will be used to evaluate this objective along with formative monthly benchmark assessments and quarterly Science Assessments provided by the School Improvement Zone. Generated data will be used to redirect classroom instruction and flexible tutorials. Data obtained through Edusoft will be used for remediation and tutorials.

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 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 5 STATEMENT:

To increase parental participation at school related functions.

Needs Assessment

Of the 428 School Climate Surveys distributed to parents, only 129, or 30.1 percent were returned. Responses indicate that 34.1 percent had not attended any school function while 54.8 percent attended one to three school functions. Data from the School Climate Surveys indicate that there is a lack of parental participation which points to the need to develop communication to increase parental involvement in order to support student achievement.

Measurable Objective

Given school-wide attention to parental involvement, the percentage of parents attending one to three school functions will increase 6.2 percentage points from 54.8 percent in 2005 - 2006 to 60 percent in 2006 - 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the school marquee, the Miami Herald, El Nuevo Herald, and The Miami Laker to disseminate school information.	Principal, Assistant Principals, and Activities Director	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	11/01/2006	3/29/2007	Community Partnerships	\$0.00
Develop and distribute quarterly EESAC newsletters to parents.	Principal, Assistant Principals, and EESAC Chair	08/7/2006	06/01/2007	District Strategic Plan	\$2500.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Review and update student telephone numbers and addresses through homeroom verification checks.	Principal, Assistant Principals, Teachers and Office Staff	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Conduct Parenting workshops on adolescent behaviors and strategies.	Principal, Assistant Principals, Counselors and TRUST Counselor.	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

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). Humans Against Violence Everywhere(HAVE)to promote dating and relationship awareness.

Evaluation

This objective will be evaluated by compiling attendance rosters at HML events and through the School Climate Parent Survey.

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 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 6 STATEMENT:

Create a safe atmosphere to improve student attendance.

Needs Assessment

In the 2004–2005 school year, Hialeah Miami Lakes Senior High had 91.36% overall student attendance. In the 2005-2006 school year, Hialeah Miami Lakes Senior High had 91.85% overall student attendance, an increase of only 0.49%. Hialeah Miami Lakes Senior High School fell into the District's lowest quartile for high school attendance. This shows a need for improvement up to the next quartile.

Measurable Objective

Student attendance will improve as evidenced by a one percent increase in overall attendance from 91.85 in 2005 - 2006 to 92.85 for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a regular hall sweep program to maintain optimum learning environment.	Principal, Assistant Principals and Teachers	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Utilize school social worker and counselors to conduct home visits and conferences regarding student attendance.	Principal, Assistant Principals, Social Worker and Counselors	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Continue with the implementation of the Freshmen Experience Transition class and its character building and citizenship components.	Principal, Assistant Principals and Classroom Teachers	08/07/2006	6/01/2007	Small Learning Communities	\$0.00
Conduct group sessions for at-risk students including the Peer Counseling program.	Principal, Assistant Principals, TRUST Counselor, PC teachers.	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Utilize CONNECT-ED to call home to students who are not in school.	Principal, Assistant Principals and Attendance Personnel	8/07/2006	6/01/2007	District Strategic Plan	\$0.00
Implement and enforce mandatory uniform policy to identify trespassers.	Principal, Assistant Principals and Teachers	8/28/2006	6/01/2007	District Strategic Plan	\$0.00
Institute truancy referral team to track and monitor students with excessive absences and denote them with a "truancy star".	Principal, Assistant Principals and Attendance Personnel	8/07/2006	6/01/2007	District Strategic Plan	\$2500.00

Research-Based Programs

Programs: Tools for Success, Classroom Inc., Safe and Drug Free Schools, Gun Free Schools Act, "Be Nice" Anti-bullying Program.

Professional Development

Administrators and teachers will attend various in-house and District workshops such as: FTE, electronic gradebook management to monitor attendance, 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 reports (ITS, Cognos) 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 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 7 STATEMENT:

To increase the use of technology to advance student achievement.

Needs Assessment

Data from FCAT Explorer during the 2005 - 2006 school year indicate that 348 students utilized FCAT Explorer on a weekly basis through the Triumphant/Terrific Trojan Program. Of the students participating in the program: 42 percent demonstrated learning gains on the 2006 Reading FCAT; Twenty-nine percent increased one level on the 2006 Reading FCAT. 28 percent demonstrated a learning gain on the 2006 Math FCAT; Fifteen percent increased one level on the 2006 Math FCAT. This data shows that students would benefit from the expansion of the FCAT Explorer Program.

Measurable Objective

The number of students utilizing FCAT Explorer during the 2006 - 2007 school year will increase by 10 percent, or 35 additional students, when compared to the 348 students who utilized FCAT Explorer from the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a defined action plan to increase the usage of FCAT Explorer for students.	Principal, Assistant Principals, Technology Cohort and Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Expand the Triumphant/Terrific Trojan program to include targeted No Child Left Behind subgroups.	Principal, Assistant Principals and Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Identify a technology cohort to assist in the use of technology in the classroom.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	Mentoring Opportunities	\$0.00
Select a Technology Mentor to assist teachers in using technology in the classroom	Principal, Assistant Principals and EESAC	10/03/2006	06/01/2007	Mentoring Opportunities	\$1000.00
Implement FCAT Explorer through the Intensive Math classes.	Principal, Assistant Principals, Math department chair, Math teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Implementation of two Mobile Labs to provide computer access to a wider variety of students.	Principal, Assistant Principals, Computer specialist, Teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$64000.00

Research-Based Programs

Not Applicable.

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 and SNAPSHOT.

Evaluation

Monthly FCAT Explorer Assessments will be administered by the teacher. Results will be analyzed to provide students with the necessary remediation and tutorials.

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 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 8 STATEMENT:

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

Needs Assessment

Based on the FITNESSGRAM Report from 2005 - 2006, 100 percent participated in the Physical Fitness Test with only 36 percent receiving gold and silver awards. This reflects a need to increase the number of gold and silver awards in efforts to promote lifetime fitness for daily living and overall wellness.

Measurable Objective

Given the need to promote lifetime fitness for daily living and overall wellness, students enrolled in physical education will increase their physical fitness by demonstrating an increase of five percent in the number of gold and silver awards they receive when compared to the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Implement the District's Comprehensive Health Curriculum	Principal, Assistant Principals and Health Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Inform all students they are eligible to receive a free breakfast to promote healthy eating habits and preparedness for learning.	Principal, Assistant Principals, Health Teachers and Personal Fitness Teachers	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Monitor the Physical Education and Health Programs as it relates to activities and assessment.	Principal, Assistant Principals, Health Teachers, Physical Education Teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Programs: Miami-Dade County Public Schools FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to Physical Education and Health teachers and appropriate staff during the extended professional development day. These inservices will provide teachers with information on the District's curriculum as needed

Evaluation

2006 - 2007 FITNESSGRAM

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 Secondary School Reform Model around elective offerings to promote increased participation in elective offerings that lead to career pathways.

Needs Assessment

Enrollment data indicate that while students do participate in elective and special area courses, they do not maintain membership in career pathways. 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 Secondary School Reform Model, ninth grade academies will be developed with a focus on Performing & Fine Arts. During the 2006 - 2007 a baseline will be established to determine the increase of enrollment in electives leading to the Performing Arts career pathway.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify school based Leadership team for Secondary School Reform.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Develop a comprehensive articulation program.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	Transition and Articulation Programs	\$0.00
Expand community partnerships to support Secondary School Reform Plan.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	Community Partnerships	\$0.00
Create a targeted transition program for all entry level students.	Principal, Assistant Principals, Leadership Team and Career Specialist	08/07/2006	06/01/2007	Transition and Articulation Programs	\$0.00
Conduct Secondary School Reform readiness profile on-line	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Increase course offerings in the Performing Arts career pathway.	Principal, Assistant Principal, Performing Arts department chair, Performing Arts teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Increase the number of Advanced Placement courses offered pertaining to the Performing Arts Academy.	Principal, Assistant Principal, Performing Arts department chair, Performing Arts teachers.	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Programs: National Academy Foundation, Secondary 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. Trainings will include: Secondary School reform, 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.)

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 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 2004-2005, Hialeah-Miami Lakes ranked at the 33rd 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 33rd percentile in 2004-2005 to the 34th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Leadership Team and EESAC	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, and Community Representatives	08/07/2006	06/01/2007	Community Partnerships	\$0.00
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	08/07/2006	06/01/2007	Community Partnerships	\$0.00
Collaborate with the District on resource allocation.	Principal and Assistant Principals	08/07/2006	06/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Hialeah-Miami Lakes will show progress toward reaching the 34th 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 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:

Increase the graduation rate.

Needs Assessment

Graduation data indicate that only 60.9 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 one percentage point during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expand community partnerships to support Secondary School Reform Plan.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	Community Partnerships	\$0.00
Identify school based Leadership Team for Secondary School Reform.	Principal, Assistant Principals and Leadership Team	08/25/2006	06/01/2007	District Strategic Plan	\$0.00
Conduct Secondary School Reform readiness profile on-line.	Principal, Assistant Principals and Leadership Team	08/07/2006	06/01/2007	District Strategic Plan	\$0.00
Develop mentorship programs for students through the Freshman Experience course.	Principal, Assistant Principals, Counselors and Teachers	08/07/2006	06/01/2007	Mentoring Opportunities	\$0.00
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	08/15/2006	05/01/2007	Transition and Articulation Programs	\$0.00
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	07/29/2006	06/01/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable.

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 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 and AYP report.

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 2006-2007 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 2006 - 2007 in-school plans for staff development and its implementation. The 2006 - 2007 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 2006-2007 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, Cognitive Tutor 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 2006-2007 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$221,400.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$2,500.00
Goal 6: Discipline & Safety	\$2,500.00
Goal 7: Technology	\$65,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$303,400.00

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