



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: HIALEAH-MIAMI LAKES SENIOR HIGH SCHOOL

District Name: Dade

Principal: Karen Robinson

SAC Chair: Barbara Garcia

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
 Commissioner**
 Florida Department of
 Education
 325 West Gaines Street
 Tallahassee, Florida
 32399



**Cheri Pierson Yecke,
 Chancellor**
 K-12 Public Schools
 Florida Department of
 Education
 325 West Gaines Street
 Tallahassee, Florida
 32399

VISION/MISSION/BELIEF STATEMENTS

EXECUTIVE SUMMARY

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-two 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.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Hialeah-Miami-Lakes Senior High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Data collected from Hialeah-Miami Lakes Senior High School indicates that as students transition from one level to another, academic achievement scores decrease. As a response to this data, Hialeah-Miami Lakes Senior High School will begin a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will foster a smooth transition for students as they enter senior high school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of senior high school.

Hialeah-Miami Lakes Senior High School, as a member of the School Improvement

Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Hialeah-Miami Lakes Senior High School.

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

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 PROFILE DEMOGRAPHICS

Hialeah-Miami Lakes Senior High School (HML) is located in the city of Hialeah and enrolls approximately 2620 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 67% Hispanic, 28% Black, 4% White, and 1% Other. Our special needs population is composed of 14.2% Students with Disabilities, 52.6% Economically Disadvantaged students, and 10.9% English Language Learners.

Hialeah-Miami Lakes has a 56% graduation rate among students who graduated within four (4) years of initial entry into 9th grade. Graduates include students who received a standard high school diploma or State of Florida GED diploma. HML's dropout rate is 2.4%.

Hialeah-Miami Lakes employs a total of 218 full-time staff and 58 part-time staff. This group is comprised of five administrators, and 117 classroom teachers of which 30 are exceptional student education teachers and five 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, two media specialists, and numerous other para professionals, clerical, and support staff. The professional qualifications of teachers with advanced degrees shows nine percent with Specialist Degrees, 38 percent with Masters Degrees, and two 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. In addition, only a small percentage of students have computer access at home.

Curricular offerings are extensive, providing for the needs of the student body at all levels of availability and interests. 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 Secondary School Reform and the Small Learning Communities grants.

Hialeah-Miami Lakes exemplifies the statement that "the student is the reason for the existence of our school." The curricular offerings are extensive, providing for the needs of the student body at all levels of ability and interest. At HML, the ultimate goal is to foster in its students the ability to become lifelong learners, to think clearly and independently, and to live with courage and confidence.

SCHOOL MATCH

Hialeah Miami Lakes Senior High has contacted Miami Lakes Educational Center as a possible school match. Collaborative activities will be established. Once these activities have been developed, they will be added to the school plan.

QUALITY STAFFHighly Qualified Administrators

The administrative Team of Hialeah-Miami Lakes Senior High School is comprised of Principal, Karen L. Robinson, who has held administrative positions within the Miami-Dade County Public School District for the past seventeen years. She has been recently re-assigned to HML from Lawton Chiles Middle School which has earned a school grade of "B" for the last three years. Mrs. Robinson has attained major grant awards at previous schools which impact student achievement. She was also selected as a Tech Mentor for the Florida Leaders.net Project, the Technology Leadership Program, and served as Lead principal for the American Senior High feeder pattern. Her assistant principals include: Mrs. Marteen Longo with 14 years experience as an administrator, Mr. Manuel Diaz, recently selected for the Executive Training Program, and an administrator for 5 years, Mr. Israel Rodriguez, an administrator for 3 years, and Ms. Yolanda Green, serving in her first year as an Assistant Principal. All are highly qualified individuals whose goal is to improve student achievement at Hialeah-Miami Lakes Senior High School.

Recruitment/Retention of Highly Qualified Teachers

In order to retain our teacher we provide a number of in house courses at our school. This also permits us the opportunity to employ highly qualified teachers and it reduces our number of out of field waivers.

CRP #21.

Miami-Dade County Public Schools personnel and recruitment department utilizes various methods to recruit and retain highly qualified teachers including:

Recruiting Activities Highlights

- District-hosted recruitment events with onsite hiring of highly qualified candidates (interviewed and selected by principals)
- Offers of hiring commitments (pre-contract binders) to education majors eligible to teach critical shortage areas
- Presentations to education majors currently doing their student teaching internships and assisting them with the application process, scheduling them for priority interviews in the Instructional Staffing office, and recommending them to principals for priority consideration.
- Utilization of District Teacher Reserve PACs to initiate early hires
- Attendance at education and general career fairs locally, in state, and nationally
- Holding several general teacher recruitment information sessions throughout the school year to assist potential teachers in navigating the teacher certification and District application process
- Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
- Utilizations of web-based recruiting as a low-cost, effective method to attract new recruits

Alternative Recruiting Activities

The Instructional Recruiting Department has partnered with outside agencies to assist in the recruitment of staff from alternative candidate pools. Below is a summary of these partnerships:

Miami Teaching Fellows (MTF) - Collaborative agreement with The New Teacher Project November 2004 a. Description: Transition to Teaching grant from the US Department of Education to recruit, screen, select, train, and provide professional development opportunities for approximately 150 young and mid-career professionals to become highly qualified teachers in critical shortage areas.

Visiting International Faculty (VIF) – Contractual agreement with VIF March 2006 a. Description: The VIF Program is the largest cultural exchange program for teachers and schools in the US. VIF recruits experienced teachers who serve up to three years as full-time classroom teachers (on J-1 visas). b. Teachers in our System: 19 for school year 2006-07 (from Australia, Canada, Jamaica, New Zealand, Spain and the United Kingdom)

Teach For America (TFA) – Second three-year collaborative agreement with TFA March 2006; First collaborative agreement was in March 2003 a. Description: National corps of recent college graduates who commit two years to teach in urban and rural public schools in the nation’s lowest-income communities and become lifelong leaders for expanding educational opportunity. TFA corps members are generally non-education majors yet highly qualified in their subject areas.

Operation Teach – Grant award from the US Department of Education September 2006 a. Description: Transition to Teaching grant to identify, recruit, hire, and retain 150 career changers as teachers in historically difficult to staff schools, including

STELLAR schools.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Hialeah-Miami Lakes Senior High has received a grant that will be used to support the initiatives of the 8-Step Continuous Improvement Model (CIM). This school improvement model is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management and Effective Schools Research.

The school will participate in Action Research, a process by which the teachers will study their school needs in order to enhance several components within the school: professional development/collaboration, standards-based curriculum alignment, centralized analysis/planning/review, and the increased use of technology.

Communication with Parents

Parent information centers that give pertinent HML information in English, Spanish and Creole to all parents are located in the main office and the library media center. The HML staff develops and distributes quarterly newsletters to parents informing them of any new ideas, plans or activities relevant to all students. Newsletters include information of public school choices and supplemental educational services such as magnet schools, charter schools, satellite learning centers, commuter schools, opportunity scholarships, dual enrollment at Miami-Dade College and informational websites (www.dadeschools.net, <http://choice.dadeschools.net>, etc.). Other initiatives include: using an invitational night for parents to receive information regarding graduation requirements, testing requirements, attendance policy, school programs, and availability of student services; reviewing and updating student telephone numbers and addresses through homeroom verification checks; utilizing the school marquee, the Miami Herald, and The Miami Laker to disseminate school information; coordinating Family Math and Science Night workshops to showcase student projects and disseminating information pertaining to the FCAT Mathematics and Science administration.

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

[Show attached notification of SINI status](#)

Pre-School Transition

Teacher Mentoring

The Professional Assessment and Comprehensive Evaluation System (PACES) Professional Growth Team (PGT) is designed to provide support for the continuous professional growth of Annual Contract (AC) teachers. The PGT is required for AC teachers. The PGT is also mandated for other teachers identified by the principal (or designated administrator) through the required observation process as needing assistance in meeting evaluation standards.

Each member of the PACES Professional Growth Team should successfully complete the PACES Professional Development Component available through the Teacher Education Center (TEC), or in a web-based format through the M-DCPS Virtual Campus. The Professional Growth Team is established cooperatively by the principal and the AC teacher and consists of: a Colleague Teacher selected by the AC teacher; a Colleague Teacher selected by the principal; and an optional third Colleague Teacher selected by mutual agreement of the AC teacher and the principal.

Members of the PGT should be classroom teachers, but may include instructional support personnel (i.e. counselor, media specialist). Thus, the composition of the PACES PGT might vary from one AC teacher to another. It is also possible for any staff member to serve on more than one Professional Growth Team.

In addition, the principal will identify a lead teacher for each specific curriculum offering in order to provide mentorship for each beginning teacher and training for cognitive coaching.

Teacher Mentoring List:

New Teacher - Mentor Teacher

Jeffrey Ladrach - Mario Vazquez
Johana Pena - Todd Doucimo
Mario Jeune - Cornelius Brown
Tiaquana Johnson - Cheryl Palmer
Cristobal Rivera - Michael Russo
Ricardo Becker - Novella Jones
Meshaun Arnold - Doriane Gordon

Mentor teachers will be responsible to monitor new teacher activities and be an aide to answer any school wide questions. They are also serve as a guide for all issues and know who to refer their new teacher to in case of questions they are unfamiliar with.

Extended Learning Opportunities

Tutoring in reading, mathematics, science, and writing is offered to students after school and on Saturdays. Specialized reading and mathematics courses are offered for students needing remediation during the summer. "Reading Scene," a one-on-one tutoring program in reading for level I students is offered every Monday after school. "Triumphant Trojans," a pull-out program targeting the lowest achieving 25% of students at the school is offered on a weekly basis. "Terrific Trojans," a pull-out program targeting the lowest achieving 30 students in the school is offered twice a week. Extra curricular activities are offered to all students for learning opportunities in clubs, organizations, athletics, student government, and community service.

Targeted students will participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs will be SOAR TO SUCCESS & Academy of Reading.

SCHOOLS GRADED C OR BELOW

Professional Development

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

Hialeah-Miami Lakes Senior High School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Hialeah-Miami Lakes Senior High School.

Disaggregated Data

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

Data collected from Hialeah-Miami Lakes Senior High School indicates that as students transition from one level to another, academic achievement scores decrease. As a response to this data, Hialeah-Miami Lakes Senior High School will begin a Transition Academy that will engage ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will be called the Trojan Academy and will foster a smooth transition for students as they enter senior high school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of senior high school. In addition, every teacher will be given a data binder where they will be able to monitor and maintain current student data with regards to their scores. Professional development in this area will be provided to foster a sense of comfort among the teachers while using their students' data.

Informal and Formal Assesments

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

There are various on going assessments we are using in our school to monitor student progress. Interim assessments given to us from the district are being disseminated to our students as directed. Teachers are also able to monitor student's progress through created materials using the EDUSOFT software.

Alternative Instructional Delivery Methods

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

Hialeah Miami Lakes Senior high employs a variety of methods to support student performance. Our participation in the ZONE as well as part of the Secondary School Reform grant gives us the added benefit of an extended school day as well as the availability of taking eight courses through the course of the day instead of six. The students who are recent arrivals from other countries and are ESOL levels one or two are placed in our "BCC" or Bilingual Core Curriculum program where they are taught grade level curriculum with a teacher who is fluent in their home language. We also offer remediation through work in courses such as: Read XL, Read 180, Cognitive Tutor. For students who are in our lowest twenty-five percent in Reading and Mathematics, they are monitored through a pull-out tutoring program where they work intensively in small groups as well as through an additional enrichment course designed specifically for these students.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

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

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

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

For each of the ten guiding principals, our school focuses on each one in the below listed location: Different Innovative Approaches to Instruction is addressed through our Reading, Mathematics, Writing, Science and Parental Involvement goals. Responsibility of Teaching Reading for Every Teacher is addressed through our Reading goals. Quality Professional Development for Teachers and Leaders is addressed through our Reading, Mathematics, Writing and Science goals. Small Learning

Community (SLC) is addressed through our Reading, Mathematics, Writing, Science and Parental Involvement goals. Intensive Intervention in Reading and Mathematics are addressed through our Reading and Mathematics goals. Course Choice Based on Student Goals/Interests/Talent are addressed through our Reading, Mathematics, Writing and Science goals. Master Schedules Based on Student Needs are addressed through our Reading, Mathematics, Writing and Science goals. Parental Access and Support are addressed through our Parental Involvement goals. Applied and Integrated Courses are addressed through our Reading, Mathematics, Writing and Science goals. Academic and Career Planning are addressed through our Reading, Mathematics, Writing, Science and Graduation Rate goals.

GOALS

Goal:	Reading
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Needs Assessment Scores on the 2007 FCAT Reading Test indicate that: 25 percent of students met high standards in reading, consistent with the previous year's score; 42 percent of students made learning gains in reading, a decrease of 11 percentage points; and 49 percent of students in the lowest 25 percent made learning gains in reading, a decrease of 15 percentage points.

Ten percent of Black Students, 23 percent of Hispanic students, 18 percent of Free and Reduced Lunch students and five percent of Students with Disabilities scored at or above grade level in reading. Scores for English Language Learners were not reported.

FCAT Reading scores ranging from 2004 through 2007 indicate that our 9th grade students have not performed on a consistent basis in the reading content clusters. Scores from the 2006-2007 FCAT show that students decreased five percentage points on the Comparisons cluster from 50 percent in 2005- 2006 to 45 percent in 2006 - 2007 and decreased one percentage point in Reference and Research from 45 percent in 2005 - 2006 to 44 percent in 2006 - 2007. Their scores remained the same from 2005 - 2006 and 2006 - 2007 in the Main Idea/Purpose cluster. Data from 2004 - 2005 shows students scored consistently in the Words/Phrases, Main Idea/Purpose, Comparisons and were weakest in Reference and Research. 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 2004 through 2007 indicate that our 10th grade students have not performed on a consistent basis in the reading content clusters. Scores from the 2006 - 2007 FCAT show that students remained consistent in the Words/Phrases cluster scoring 50 percent in the 2006 - 2007 testing. Students demonstrated a six percent decrease in the Main Idea/Purpose cluster from 56 percent in 2005 - 2006 to 50 percent in 2006 - 2007. Their scores increased six percentage points from 50 percent in 2005 - 2006 to 56 percent in 2006 - 2007 for the Reference and Research cluster. Data from 2004 - 2005 however, show that students were strongest in the Comparison cluster and weakest in the Main Idea/Purpose and Reference and Research clusters. 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.

Objective

Given instruction based on the Sunshine State Standards students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards the English Language Learners subgroup will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 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 58 percent scoring at a Level 3 or higher on the 2008 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.

Strategies

Provide students the opportunity to familiarize themselves with the Media Center and encourage leisure reading.

Utilize CRISS strategies to improve literacy skills in all content areas.

Implement the MAZE and DAR assessment to monitor progress and intervention strategies.

Provide FCAT Explorer and Compass Learning pull out tutoring through 9th grade Freshman Orientation classes and 10th grade Health and Driver Education classes.

Administer monthly assessments aligned to Sunshine State Standards tested benchmarks in Language Arts courses.

Distribute an instructional calendar aligned to the District Subject Area Pacing Guide to all teachers.

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.

Continue implementation of HML's Reading Scene, an after school tutoring program where students work one-on-one with FIU graduate students

Distribute a Team Trojan Techniques handbook aligned to the school-wide

instructional calendar to all teachers.

Administer quarterly assessments aligned to Sunshine State Standards tested benchmarks in reading courses.

Develop a scope and sequence for Language Arts to ensure that upper level students receive a content-rich and academically rigorous curriculum.

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 2008 FCAT Reading test will serve as a summative assessment for reading.

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.

Highly Qualified Instructors

Professional Development will be arranged in the subject areas necessary for the following teachers:

Michelle Lopez - certified and teaching in-field
Vivian Hernandez - certified and teaching in-field

David A. Ruiz - certified and teaching in-field
Elizabeth D. Rebusitllo - certified and teaching in-field
Araid E. Figueroa - certified and teaching in-field

Yamilka J. Galue - Teaching Read 180, certified in Reading, pending
Language Arts Certification
Dana Spivak - Teaching Read 180, certified in Reading, pending Language
Arts Certification
Lian Meneses - Teaching Reading, certified in Language Arts, pending
Reading certification

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	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.	District-wide literacy plan	200000
Technology	FCAT Explorer and Compass Learning pull out tutoring through 9th grade Freshman Orientation classes and 10th grade Health and Driver Education classes.	District-wide literacy plan	20000
Professional Development	Distribute an instructional calendar aligned to the District Subject Area Pacing Guide to all teachers	Continuous Improvement Model	100
Other	Distribute a Team Trojan Techniques handbook aligned to the school-wide instructional calendar to all teachers.	Continuous Improvement Model	300
Total:			\$220,400.00

Goal:	Mathematics
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Needs Assessment Scores on the 2007 FCAT Mathematics Test indicate that 46 percent of students met high standards in mathematics, a decrease of three percentage points, and 62 percent of students made learning gains in mathematics, a decrease of eight percentage points. Twenty percent of Black students, 45 percent of Hispanic students, 36 percent of Economically Disadvantaged students, 21 percent of English Language Learners, and eight 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 Measurement scoring 43 percent in 2006 - 2007 an increase of 14 percent from 29 percent in 2005 - 2006. Data Analysis remained at 38 percent in both the 2005 - 2006 and 2006 - 2007 assessment. Geometry scores increased nine percentage points from 25 percent in 2005 - 2006. However, there was a ten percentage point decrease in the Algebraic Thinking cluster from 50 percent in 2005 - 2006 to 40 percent in 2006 - 2007.

FCAT Mathematics scores indicate students in tenth grade improved in the content area of Algebraic Thinking scoring 36 percent in 2006 - 2007 an increase of seven percent from 29 percent in 2005 - 2006. Students decreased in the remaining content clusters: Number Sense, Data Analysis and Geometry. Scores on the Number Sense cluster decreased nine percentage points to 36 percent; on the Data Analysis cluster the decrease was also nine percentage points to 29 percent; on the Geometry cluster demonstrated a decrease of eight percentage points to 31 percent on the 2006 - 2007 test.

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

Objective

Given instruction based on the Sunshine State Standards, 9th and 10th grade students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 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 62 percent scoring at a Level 3 or higher on the 2008 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 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the English Language Learners subgroup will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 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 62 percent scoring at a Level 3 or higher on the 2008 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 62 percent scoring at a Level 3 or higher on the 2008 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.

Strategies

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.

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.

Administer monthly and quarterly assessments aligned to the Sunshine State Standards Benchmarks.

Provide FCAT Explorer pull-out tutoring through 9th grade Freshman Experience classes and 10th grade Driver Education classes.

Utilize CRISS reading strategies when presenting word problems in mathematics classes.

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.

Utilize the Cognitive Tutor lab which will be used through the Intensive Math classes designed for the lowest 25 percent subgroup and our LEP subgroup.

Incorporate the Riverdeep computer-based program in math courses targeting SWD students

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, Cognitive Tutor, and Glencoe textbooks. The 2008 FCAT Mathematics test.

Research-based Programs 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, Cognitive Tutor, and Glencoe textbooks. The 2008 FCAT Mathematics test.

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 mathematics program, intervention programs, and assessments used at the senior high school level. The professional development team will provide professional development on the state adopted Focus 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 in differentiated instruction. Training shall occur during early release on Wednesdays. 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 mathematics; District level workshops and training in mathematics.

Highly Qualified Instructors Professional Development will be identified and planned in the identified subject areas for the following teachers

Madeline Domenech & Danyale Dukes - Both are teaching in-field and certified in Mathematics

Michele Rubin - certified in Mathematics, currently teaching Freshmen Experience

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)			0
Technology	Utilize the Cognitive Tutor lab which will be used through the Intensive Math classes designed for the lowest 25 percent subgroup and our LEP subgroup.	District Strategic Plan	10000
Professional Development			0
Other			0
Total:			\$10,000.00

Goal:	Writing
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Needs Assessment Results of the 2006 - 2007 FCAT Writing Test indicate that 74 percent of students scored 3.5 or above, a six percentage point increase from the scores on the 2005 - 2006 FCAT Writing of 68. In the 2006-2007 school year, the mean score increased to 3.8 for tenth grade students. The percent of students scoring 6.0 increased by one percentage point from two percent in 2005 - 2006 to three percent in 2006 - 2007, the percent of students scoring 5.0 increased by three percentage points from seven percent in 2005 - 2006 to nine percent in 2006 - 2007, and the percent of students scoring 4.5 increased by three percentage points from 14 percent in 2005 - 2006 to 17 percent in 2006 - 2007, thus decreasing the number of students scoring 4.0 and below. Data also show that while 70 percent of students scored a 3.5 or higher in expository writing, only 68 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.

Objective Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by a one percentage point increase of the students achieving a on the 2007 - 2008 administration of the FCAT Writing Plus test.

Strategies

- Instruct students in Freshman Experience and Language Arts on the Six Traits of Writing techniques/strategies.
- 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.
- Instruct on the use of CRISS strategies in the organizational part of FCAT Writing Plus.
- Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts
- Develop a school-wide instructional calendar with a focus on all of the Florida Writing Sunshine State Standards.
- Incorporate writing throughout all content areas including strategies specific to each subgroup.
- Provide an honors writing class for students scoring at levels 3, 4, and 5 on the FCAT Reading.
- Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups for LEP and SWD subgroups.
- Utilize Learning Express Software and writing prompts as formative assessments to drive instruction.

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 2007 FCAT Writing Plus Test will serve as the summative assessment for writing.

Research-based Programs	<p>Effective writing component of the Comprehensive Reading Plan (CRP).</p> <p>Research-Based Programs that have been implemented at HML across the content and elective areas in Writing include: Creating Independence through Student-Owned Strategies (CRISS), USA TODAY's "Experience Today" Program, and Six Traits of Writing.</p>
Professional Development	<p>The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric.</p> <p>School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days.</p> <p>All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel.</p> <p>In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.</p> <p>Teachers will be provided with the following workshops: Six Traits of Writing, Zelda Glaser Writing Institute, Holistic Scoring Language Arts collaboration, and District level workshops.</p>

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development	Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups for LEP and SWD subgroups.	District Strategic Plan	1000
Other			0
Total:			\$1,000.00

Goal:	Science
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Needs Assessment Scores of the 2007 FCAT Science Test indicate that 20 percent of the students met high standards, an increase of four percentage points from the 2005 – 2006 test. Comparative data from 2004 - 2005 and 2005 - 2006 show that students increased two percentage points in the Life/Environmental cluster, increased six percentage points in the Earth and Space cluster, decreased seven percentage points in the Physical/Chemical cluster, and decreased two percentage points in the Scientific Thinking cluster. The increase in the mastery of skills demonstrated by student FCAT scores shows that a data driven curriculum that assesses students consistently and provides for remediation is effective. The increase in scores also points to the need for a consistently structured approach to the delivery of instruction across grade levels in science as well as a more structured instructional program to continue these improvements. Therefore, an increase in the 11th grade students' improvement in the area of Scientific Thinking as evidenced by 69 percent of students failing to meet the standard. This year a concerted instructional effort in these areas should result in an increase in student achievement in Science.

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 2008 administration of the FCAT Science Test.

Strategies Develop and distribute an Instructional Calendar for the 2007-08 school year to all teachers with an explanation of every SSS benchmark that will be reviewed across content areas simultaneously.

Provide in-service workshops to all science teachers on the SSS to ensure that their curriculum promotes activities for higher order questioning and advanced problem solving.

Create vertical teams that focus on curriculum mapping which supports the SSS and promotes higher order questions and assessments.

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.

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.

Utilize CRISS reading strategies to improve student organizational and critical thinking skills.

Disaggregate and analyze data to identify strengths and weaknesses of 11th grade students.

Incorporate effective teaching strategies to develop student understanding of scientific concepts through classroom activities and project-based learning.

Utilize the District-developed Science Pacing Guide to enhance the delivery of instruction in science and ensure that all benchmarks are taught.

Evaluation	Scores on the 2008 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.
Research-based Programs	Research-Based Programs that have been implemented at HML across the content and elective areas include: Riverdeep; 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 mastering the Florida SSS; College Board workshops and trainings; District level workshops and trainings; and Vertical Teams Articulation. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.
Highly Qualified Instructors	Professional Development will be identified and planned in the identified subject areas for the following teacher: Donald Sapperstein - Teaching in-field and certified in content area.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology	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.	Community Partnerships	1000
Professional Development			0
Other			0
Total:			\$1,000.00

Goal:	Parental Involvement
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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.

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 2006 - 2007 to 60 percent in 2007 - 2008.

Strategies

- Utilize the school marquee, the Miami Herald, El Nuevo Herald, and The Miami Laker to disseminate school information.
- Provide parents with the opportunity to pick up the student report cards for the first and third nine weeks at the school site.
- Develop and distribute bi-annual EESAC newsletters to parents.
- Encourage and promote increased community involvement through collaboration with Dade Partners and School Volunteer Program and other local family-oriented initiatives.
- Review and update student telephone numbers and addresses through homeroom verification checks.
- Conduct Parenting workshops on adolescent behaviors and strategies.
- Maintain parent information centers in the main office and in the library media center to make available to all parents pertinent HML information.
- Conduct parental informational meetings to communicate: graduation requirements, testing requirements, attendance policy, school programs, and availability of student services.
- Utilize the telephone communication system and home visits to keep parents more informed regarding school events and programs.

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

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.

**Professional
Development**

Monthly Educational Excellence School Advisory Council (EESAC) meetings

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other	Develop and distribute bi-annual EESAC newsletters to parents.	General Fund	2000
Total:			\$2,000.00

Goal:	Graduation Rate
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Needs Assessment Graduation data indicate that only 56 percent of the students entering Hialeah-Miami Lakes Senior High School as freshman complete the requirements to graduate in four years.

Objective Graduation rate will increase by a minimum of one percentage point during the 2007-2008 school year as compared to the 2006-2007 school year.

Strategies Expand community partnerships to support Secondary School Reform Plan.
 Identify school based Leadership Team for Secondary School Reform.
 Conduct Secondary School Reform readiness profile on-line.
 Develop mentorship programs for students through the Freshman Experience course.
 Conduct informational meetings for students and/or parents on graduation requirements and post secondary school or career options.
 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.

Evaluation ISIS Records School Profile Information to measure student graduation rate and AYP report.

Research-based Programs Not Applicable

Professional Development Provide teachers with planning time to develop student development teams for at-risk students.

Provide school-to career trainings to school-site staff.

Provide teachers with planning time to develop mentorship programs and career fairs.

Provide teachers with training for the implementation of Tools for Success.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:	95% Tested
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Needs Assessment

Objective	For the 95 Percent Tested category to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of Students with Disabilities students tested at Hialeah-Miami Lakes Senior High School will increase to 95 percent on the 2005 FCAT administration.
Strategies	<p>Prepare materials in the home language focusing on the importance of student participation during the FCAT administration.</p> <p>Provide information to parents of all curriculum students in the home language regarding appropriate accommodations to assist students with test performance.</p>
Evaluation	<p>Monitor regular attendance rates and attendance during quarterly assessment testing periods to determine if attendance goals are met.</p> <p>Implement attendance incentives/programs supported by EESAC.</p>
Research-based Programs	Not Applicable
Professional Development	<p>Provide teachers with planning time to develop student development teams for at risk students.</p> <p>Provide school-to career trainings to school-site staff.</p> <p>Provide teachers with planning time to develop mentorship programs and career fairs.</p> <p>Provide teachers with training for the implementation of Tools for Success.</p>

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment

Objective	Hialeah-Miami Lakes Senior High School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2005-2006 to the 34th percentile on the next publication of the index.
Strategies	<p>Become more informed about the use of financial resources in relation to school programs.</p> <p>Consider shared use of facilities, partnering with community agencies.</p> <p>Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.</p> <p>Collaborate with the District on resource allocation.</p>
Evaluation	On the next State of Florida ROI index publication, Hialeah-Miami Lakes will show progress toward reaching the 34th percentile.

SCHOOL ADVISORY COUNCIL

- Yes No
- The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The purpose of the Educational Excellence School Advisory Council (EESAC) is to work to insure improved student achievement. In order to meet these goals, EESAC engages in the following activities: prepares and evaluates the School Improvement Plan (SIP); assists in the preparation of the school's annual budget; assists in the preparation and delivery of necessary and appropriate educational programs and services; supports all stakeholders in their interests related to the improvement of student achievement.

Specific involvement of the School Advisory Council (EESAC) includes:

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.

Training: EESAC members along with faculty and staff input developed the 2007 – 2008 in-school plans for staff development and the implementation of it. The 2007 – 2008 staff development activities have been identified, discussed and tentatively agreed upon.

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 Assessment Comprehensive 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 2007-2008 School Improvement Plan, it is the intent of EESAC to further support the objectives set forth by providing CRISS training manuals, USA TODAY, technological equipment and materials, high interest leveled trade books for the media center, and other instructional materials as approved by the district.

Technology: EESAC supports and stresses 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, 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.

School Safety and Discipline: EESAC supports programs such as Peer Counseling,

Conflict Resolution, TRUST, and Peer Mediation 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.

Other Matters of Resource Allocation: The objectives of the 2007-2008 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.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: 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. Mathematics: Writing: Science: Parental Involvement:	Reading: District-wide literacy plan Available: \$200,000.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$200,000.00
Technology	Reading: FCAT Explorer and Compass Learning pull out tutoring through 9th grade Freshman Orientation classes and 10th grade Health and Driver Education classes. Mathematics: Utilize the Cognitive Tutor lab which will be used through the Intensive Math classes designed for the lowest 25 percent subgroup and our LEP subgroup. Writing: Science: 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. Parental Involvement:	Reading: District-wide literacy plan Available: \$20,000.00 Mathematics: District Strategic Plan Available: \$10,000.00 Writing: Available: \$0.00 Science: Community Partnerships Available: \$1,000.00 Parental Involvement: Available: \$0.00	\$31,000.00
Professional Development		Reading: Continuous Improvement Model Available: \$100.00 Mathematics: Available: \$0.00 Writing: District Strategic Plan Available: \$1,000.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$1,100.00

	<p>Reading: Distribute an instructional calendar aligned to the District Subject Area Pacing Guide to all teachers</p> <p>Mathematics:</p> <p>Writing: Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups for LEP and SWD subgroups.</p> <p>Science:</p> <p>Parental Involvement:</p>		
Other	<p>Reading: Distribute a Team Trojan Techniques handbook aligned to the school-wide instructional calendar to all teachers.</p> <p>Mathematics:</p> <p>Writing:</p> <p>Science:</p> <p>Parental Involvement: Develop and distribute bi-annual EESAC newsletters to parents.</p>	<p>Reading: Continuous Improvement Model Available: \$300.00</p> <p>Mathematics: Available: \$0.00</p> <p>Writing: Available: \$0.00</p> <p>Science: Available: \$0.00</p> <p>Parental Involvement: General Fund Available: \$2,000.00</p>	\$2,300.00
		Total:	\$234,400.00

IMPLEMENTATION EVALUATION

Steps taken to monitor student achievement at Hialeah-Miami Lakes include the administration of formal quarterly assessments aligned to the Sunshine State Standards provided by the district. All 9th and 10th grade language arts teachers, mathematics teachers, and science teachers administer these assessments. The results of these assessments are reviewed and monitored on Edusoft software and then analyzed to target areas where students are in need of remediation.

Informal reading and mathematics bi-weekly assessments are administered to students across the content and elective areas in all grade levels. Bi-weekly workshops are held on Wednesdays to present benchmarks with activities which will be taught for a period of two weeks. Sample lessons and suggestions on best practices are shared. In addition, January-March workshops will focus on reviewing and analyzing the progress students are making on mastering reading, science, and mathematics standards.

All language arts, mathematics, and science teachers have been provided with data notebooks that include the item specifications of questions on the Florida Assessment Comprehension Test, Student Performance Indicators data, Edusoft data, and Academic Improvement Plan data. During curriculum council meetings, department meetings, faculty meetings, and EESAC meetings, teachers review student progress and use results to either support successful School Improvement strategies or adjust unsuccessful strategies. During the mid-year review, all of this data is collected to adjust the School Improvement Plan as deemed necessary.

Members

- 1) Karen L. Robinson , Principal
- 2) Barbara Garcia , SAC Chair

Signature
