

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HIALEAH SENIOR HIGH SCHOOL

District Name: Dade

Principal: Verena Cabrera

SAC Chair: Alejandra Lorenzo

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-01-2009

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Florida Department of Education  
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## VISION and MISSION STATEMENTS

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement.

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

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Hialeah High School, located in the northwest section of Miami-Dade County, is a comprehensive urban high school serving approximately 3450 students. With the addition of the ninth grade from Hialeah Middle School in the fall of 2002, Hialeah High presently serves grades nine through twelve for the entire feeder pattern. The school is situated in the city of Hialeah in a lower-middle class community according to the 2000 Census. Both the school and community have undergone significant structural changes since its inception in 1954. Throughout the years, portables were added to accommodate increasing enrollment. In

1997 a new science wing was added. During the 2002-2003 school year, a state of the art four story annex building was added at the east end of the campus. The 151,000 square foot building today accommodates over 1,500 students, and provides administrative offices, technology and science labs, enhanced music, drama, dance, and television production rooms, cafeteria, and media center. In 2004-2005 a new state of the art auditorium was inaugurated. The project was a joint venture involving the City of Hialeah, Metro Miami-Dade County Commission, the Miami-Dade County Cultural Affairs Council, and the Miami-Dade County School Board.

#### Unique School Strengths for Next Year

Hialeah High enters the new school year with stronger confidence of demonstrating increases in each of the eight accountability areas. A more data-driven faculty is being achieved through in-house professional development workshops during early release days, teacher planning, and instructional committee meetings. Progress towards achieving collaboration between content area departments has also increased. Departments throughout the school have joined to plan and develop strategies throughout the next school year to infuse FCAT benchmarks in reading, mathematics, and writing across the curriculum.

Our School Improvement Plan (SIP) committee, Small Learning Communities (SLC) Leadership Team, Educational Excellence School Advisory Council (EESAC), along with the administrative team, meets weekly and monthly to analyze monthly assessment data and identify school-wide needs. In addition, our Curriculum Council comprised of teachers from all departments, academy leaders, and ninth-grade team leaders, meet regularly to exchange ideas.

Partnership collaborations with Miami Dade College (MDC) and Florida International University (FIU) are being planned in order to increase dual enrollment and offer students the opportunity to take college level courses on the school grounds. As a result, greater communication have resulted between school and academy leaders and these post-graduate institutions to assist our students in finding relationships between what they learn in school and future career paths.

The continued implementation of a mandatory school uniform policy and the new policy of wearing school identification cards will not only assist the overall learning environment of the school but also improve school safety and classroom discipline. School-wide initiatives, along with the cooperation of local uniform companies, are being conducted to maintain proper school uniform usage.

Our reading coach and assistant principal were accepted to the District's Assistant Principal Preparation Program (A3P) and the Principal Preparation Program (PPP), respectively. They will both be participating in the professional development sessions throughout the school year.

#### Unique School Weaknesses for Next Year

Hialeah High has recently been experiencing a decrease in student enrollment within the last two years due to the charter school and the two new high schools recently built in the area. Many of these students were primarily high-achieving students scoring at or above proficiency levels in reading and/or mathematics. Student migration may also have been exacerbated due to the school receiving its first grade of F in 2007-08, despite its later increase to a C in 2008-09. As the challenges continue to further elevate the bar and meet all NCLB requirements in spite of the intensifying economic and language barriers for our student population, the upcoming year poses new challenges for Hialeah High. The school's grade according to the A++ Plan has once again experienced a decline based on the 2009 administration of the FCAT.

Other areas of concern relate to the students lacking the consistent academic reinforcement they need due to the relatively high mobility rate. English is not the primary language spoken in the predominance of households, and, as a result, many of the students' parents are not proficient in English and/or are not familiar with the educational system of this country. As a result, parents cannot reinforce their children's academic skills at home. Parent involvement thus becomes a challenge as the school continues to strategize and make considerable efforts to involve parents in the learning process of their children.

#### Student Demographics

Hialeah High is a Title I school serving a predominantly Hispanic population consisting of nearly 3450 students. Ninety percent are Hispanic, 7% are Black, and 2% are White. Less than 1% are American Indian, Asian, or multi-racial. The most recent data indicates that 70% of the students are receiving free or reduced lunch. The student population closely mirrors the demographics of the community and includes a significant proportion of new arrivals to the United States who have limited proficiency in English. Of the student population, 17.8% are English Language Learners (ELL), 6.9% are enrolled in the Special Education (SPED) program, and 3.5% are gifted.

#### Student Attendance Rates

For 2008-2009 school year, the school had an average student attendance rate of 94.19%, indicating an increase of .45 percentage points when compared to 93.74% in 2007-2008. The school attendance rate was also lower than the District rate at 95.52%. The school's attendance rate for 2006-2007 was 93.05%, and for 2005-2006 it was 91.95%. Several incentive programs have been implemented in order to increase attendance in the school. Attendance programs include individual student incentives for maintaining perfect attendance, homeroom class incentives for maintaining the highest attendance rate in school, and school-wide incentives.

#### Student Mobility

According to the most recent data, the mobility rate of the school is 21%. Along with recent budget cuts, a decline in student population within the last two years, and an increasing number of immigrant students (ELL) coming every year, challenges continue to be placed on the school in regards to the achievement of the desired curriculum goals. Besides being exposed to less consistent instruction, these students are subject to other problems associated with language acculturation and a new school environment. New arrivals into the country who come in late into the school year can also dilute the measured effectiveness/impact of the school's programs in regards to student outcomes in a given year.

#### Student Suspension Rates

2006-2007: Indoor Suspension-1028, Outdoor Suspension- 360  
2007-2008: Indoor Suspension-984, Outdoor Suspension- 199  
2008-2009: Indoor Suspension-244, Outdoor Suspension- 830.

The number of in-school suspensions has drastically reduced over the last three years. Conversely, the number of outdoor suspensions has increased over the same period of time.

Hialeah will take the following measures to address the issue of suspensions:

- Increase parental involvement
- Develop a more consistent referral process
- Utilize indoor suspensions more as an alternative to outdoor suspensions involving more guidance support emphasizing problem solving, self esteem issues, planning for change, and opportunities to build new skills.

#### Student Retention Rates

The retention rate for 2008-09 decreased 1.4 percentage points from 12.1% during the 2007-08 school year.

The student services department at Hialeah High identifies and provides students with interventions as early as ninth grade to nurture their success. Our current structure provides for one counselor to be assigned to our ninth-graders and two for tenth. An early-warning strategy has been developed by counselors to track students at risk of falling behind through the monitoring of grades, number of suspensions, and absences. Through the school's adult education program, students can take course for credit recovery, remediation, or grade forgiveness.

#### Class Size

The average class size ratio in general education classes in ninth grade is 22 to 1; tenth grade: 24 to 1; eleventh grade: 23 to 1; twelfth grade: 24 to 1. The class size ratio in the special education classes is as following: Varying exceptionalities: 12 to 1; emotional behavioral disorders: 5 to 1; mentally handicapped: 6 to 1.

## Academic Performance of Feeder Pattern

The Hialeah Senior High feeder pattern includes: Henry H. Flier Middle School, Hialeah Middle School, Amelia Earhart Elementary, Flamingo Elementary, James W. Johnson Elementary, Meadowlane Elementary, North Hialeah Elementary, Palm Springs Elementary, Ben Sheppard, James H. Bright Elementary and Mae M. Walters Elementary. In 2007 – 2008, Flier Middle earned a grade of an “A” while Hialeah Middle earned a “C”. All elementary schools earned an “A” with the exception of James H. Bright Elementary, which earned a “B” in year 2007 - 2008. All schools in the Hialeah Senior High School feeder pattern are Title I schools. Both middle schools increased in the percent criteria met for making Adequate Yearly Progress (AYP) from the 2006-07 to 2007-08 years. Henry Flier Middle School increased from 72% to 87%. Hialeah Middle School increased from 62% to 87%. Even with these increases, both middle schools failed to make AYP. The subgroups for Henry Flier Middle that did not make AYP were Hispanic, Economically Disadvantage and Student with Disabilities (SWD). The subgroups for Hialeah Middle that did not make AYP were Hispanic, Economically Disadvantage and ELL. Both Henry H. Flier and Hialeah Middle Schools are Correct I schools in 2008-09.

The elementary schools in the Hialeah Senior High feeder pattern continue to see great success. James H. Bright Elementary and Flamingo Elementary both made AYP in all subgroups. J.H. Bright Elementary increased from 77% to 100% criteria met from 2006-07 to 2007-08. Bright Elementary earned two consecutive “B” ratings during these years and was designated as a Prevent I school in 2008-09. Flamingo Elementary maintained 100% criteria met by all subgroups from 2006-07 to 2007-08 and earned two consecutive “A” ratings.

Amelia Earhart Elementary was designated as a Prevent II school in 2008-09. This school has 5 consecutive “A” ratings but failed to make AYP in 2007-08, falling from 92% to 77% meeting criteria. In 2007-08 the Hispanic, Economically Disadvantage, ELL and SWD subgroups failed to meet passing criteria. North Hialeah Elementary and Palm Springs Elementary are both Correct I schools who made AYP in 2006-07 but failed to make AYP in 2007-08 because one of their respective subgroups failed to make AYP. North Hialeah

The remaining elementary schools North Hialeah, Meadowlane, Palm Springs, and Mae M. Walters were designated as Correct I schools in 2008 – 09. None of the schools made AYP in 2007-08 but all schools were rated an “A” in 2007-08 and have a sustained history of academic excellence.

## Partnerships and Grants

Hialeah High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction (DI)/intervention, classroom libraries, Project Creating Independence Through Student-Owned Strategies (CRISS), and Learning 100.

Hialeah High also has a partnership with the Children’s Trust, Miami Dade County Health Department, and local health service providers, to offer Health Connect in Our Schools (JCIOS). This program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on the school grounds. This program will reduce or eliminate barriers to care and connect eligible students with health insurance as well as a medical home. It will also provide care for students who are not eligible for other services.

Our school’s Safe Schools/Healthy Schools (SS/HS) grant program emphasizes community collaboration utilizing prevention and early intervention strategies to address truancy, violence, substance use and behavioral health.

Hialeah High school is also implementing a national Department of Education Small Learning Communities (SLC) Grant that has added three distinct smaller learning communities (Teams) to our Ninth-Grade Academy. As a result of a Department of Education Grant, Hialeah High has three pure Ninth Grade Teams named after Triple Crown Horse Racing Champions coinciding with the school’s thoroughbred mascot name including: Affirmed, Citation, and Seattle Slew. The teams are comprised of teachers from all core content areas and are interdisciplinary in nature. The goal of the team is to ensure that students are exposed to and understand the relationship between discrete subjects and the relevance of various subjects to the real world. The current model of instruction is based on a career academy configuration linking content with a career. All ninth-grade students pre-select their career academy choice for grades 10th -12th. We presently have 12 viable working career academies. Staff members meet and jointly plan twice monthly. A Freshman Checklist and guide with a corresponding curriculum packet have been devised to provide relevant information for incoming freshman. The ninth-grade teams have their own t-shirts, logos, and incentive awards program. The teams have sponsored and coordinated for the past two years a successful Summer Orientation Camp for over 250 feeder pattern school students. The camp has provided career, communication, conflict resolution, college preparatory, and test taking and preparation skills. In addition, the grant has allowed for the implementation of a Senior Research Project that includes a career-issue research paper and a power point presentation implemented as a senior requirement. All seniors are also required to complete an internship or career experience in order to achieve academy completion and graduation and participate in an annual Academy Walk Program

## STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Verena Cabrera	<p>BA: Mathematics Education, Florida International University ;                      Master of Science in Mathematics Education, Nova Southeastern University;                      Doctor of Education in Educational Administration and Supervision, Florida International University</p> <p>Certifications: Educational Leadership; Mathematics</p>	6	6	<p>2008-2009:                      Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26%                      AYP: 69%                      Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A</p> <p>2007-2008:                      Grade C. Reading Mastery: 31%, Math Mastery: 60%, Writing Mastery: 81%, Science Mastery: 31%                      AYP: 72%                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian subgroups—N/A</p> <p>2006-2007                      Grade F. Reading Mastery: 28%, Math Mastery: 53%, Writing Mastery: 78%, Science Mastery: 17%                      AYP: 56%                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP.</p> <p>2005-2006:                      Grade C. Reading Mastery: 28%, Math Mastery: 53%, Writing Mastery: 78%, Science Mastery: N/A                      AYP: 64%.                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP.</p> <p>2004-2005:                      Grade C. Reading Mastery: 24%, Math Mastery: 52%, Writing Mastery: 81%, Science Mastery: N/A                      AYP: 67%                      Hispanic, ELL, SWD, and Total did not make AYP.</p> <p>2003-2004                      Grade D. Reading Mastery: 22%, Math Mastery: 50%, Writing Mastery: 87%, Science Mastery: N/A                      AYP: N/A                      Hispanic, Black, ED, ELL, SWD, and Total did not make AYP.</p>
Assis Principal	John Donohue	<p>BA-Sports Administration, St. Thomas University;                      Master of Arts and Educational Specialist-Health, Physical Education &amp; Recreation-emphasis in Sports Medicine, Barry University;                      Educational Leadership courses, Nova Southeastern University</p> <p>Certification – Educational Leadership, Biology</p>	5.5	8	<p>2008-2009:                      Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26%                      AYP: 69%                      Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A</p> <p>2007-2008:                      Grade C. Reading Mastery: 31%, Math Mastery: 60%, Writing Mastery: 81%, Science Mastery: 31%                      AYP: 72%                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian subgroups—N/A</p> <p>2006-2007                      Grade F. Reading Mastery: 28%, Math Mastery: 53%, Writing Mastery: 78%, Science Mastery: 17%                      AYP: 56%                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP.</p> <p>2005-2006:                      Grade C. Reading Mastery: 28%, Math Mastery: 53%, Writing Mastery: 78%, Science Mastery: N/A                      AYP: 64%.                      Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP.</p> <p>2004-2005:                      Grade C. Reading Mastery: 24%, Math Mastery: 52%, Writing Mastery: 81%, Science Mastery: N/A                      AYP: 67%                      Hispanic, ELL, SWD, and Total did not make AYP.</p> <p>2003-2004                      Grade D. Reading Mastery: 22%, Math</p>

					Mastery: 50%, Writing Mastery: 87%, Science Mastery: N/A AYP: N/A Hispanic, Black, ED, ELL, SWD, and Total did not make AYP.
Assis Principal	Robert Sarmiento	BS-Mathematics Education, Barry University, MS-School Guidance, Nova Southeastern University; Educational Leadership courses, St. Thomas University  Certifications: Educational Leadership; Guidance and Counseling; Mathematics	2.5	2.5	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Reading Mastery: 31%, Math Mastery: 60%, Writing Mastery: 81%, Science Mastery: 31% AYP: 72% Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian subgroups—N/A 2006-2007 Grade F. Reading Mastery: 28%, Math Mastery: 53%, Writing Mastery: 78%, Science Mastery: 17% AYP: 56% Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP.
Assis Principal	Kenneth L. Williams	BA-History Education, Florida A & M University; Masters of Science - Educational Leadership, Nova Southeastern University; Superintendents Urban Principal Initiative  Certifications: Educational Leadership; History		2	2008-2009: Hialeah High School Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007 – 2008: Brownsville Middle School Grade C, Reading Mastery: 36%, Math Mastery: 34%, Science Mastery: 23%, Writing Mastery: 93%. 74% of the lowest 25 percent made learning gains in reading. 67% of the lowest 25 percent made learning gains in math. AYP: 79%. Only the White, Asian, Indian and ELL subgroups made AYP

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Anita C. Marti	BS- Elem. Education; Master of Science -- Reading; Specialist— Educational Leadership  Certifications: ELEM ED, MEDIA SPEC, READING, ED LEADERSHIP	6	6	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Reading Mastery: 31%, Learning Gains: 47%, Lowest 25% Gains: 49%. Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian—N/A Grade F. Reading Mastery: 28%, Learning Gains: 42%, Lowest 25% Gains: 48%. Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. 2005-2006: Grade C. Reading Mastery: 28%, Learning Gains: 51%, Lowest 25% Gains: 52%. Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. 2004-2005: Grade C. Reading Mastery: 24%, Learning Gains: 47%, Lowest 25% Gains: 58%. Hispanic, ELL, SWD, and Total did not make AYP. 2003-2004 Grade D. Reading Mastery: 22%, Learning Gains: 41%, Lowest 25% Gains: 44%. Hispanic, Black, ED, ELL, SWD, and Total did not make AYP.
Reading	MARIBEL MARTINEZ - FONT	BS- Special Education, Florida International University; MS—Reading, Florida International University	2	2	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Reading Mastery: 31%, Learning

		Certifications: ELEM ED, SPEC LEARN DISAB, READING			Gains: 47%, Lowest 25% Gains: 49%. Hispanic, ELL, SWD, ED and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian—N/A
Reading	LISANDRA C. BEREJO	BS-Elem. Education, Florida International University; MS—Reading, Florida International University  Certifications: ELEM ED, READING	1.5	1.5	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Reading Mastery: 31%, Learning Gains: 47%, Lowest 25% Gains: 49%. Hispanic, ELL, SWD, ED and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian—N/A
Mathematics	BERTHOLLY I. LAFRANCE	BS-Electrical Engineering, Florida International University; MS— Mathematics, University of Miami; Specialist— Educational Leadership, Nova Southeastern University  Certifications: MATH, ED LEADERSHIP	13	2	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Math Mastery: 60%, Learning Gains: 71%, Lowest 25% Gains: 69%. Hispanic, ELL, SWD, ED, and Total did not make AYP. White, Black, Asian, and Indian subgroups- N/A
Science	LOURDES C. KISICH	BA-Biology, University of Miami  Certifications: BIOLOGY	15	2	2008-2009: Grade D. Reading Mastery: 30%, Math Mastery: 62%, Writing Mastery: 80%, Science Mastery: 26% AYP: 69% Black, Hispanic, ELL, ED, SWD, and Total subgroups did not make AYP. White, Black, Asian, American subgroups - N/A 2007-2008: Grade C. Reading Mastery: 31%, Learning Gains: 47%, Lowest 25% Gains: 49%. Hispanic, ELL, SWD, ED and Total subgroups did not make AYP. White, Black, Asian, Amer. Indian—N/A

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering with local universities' teacher education programs (FIU and Miami Dade College) to provide intern opportunities and recruitment pool at school site	Principal	June 2010	
2. Teacher search committee: three department heads and one administrator to locate, interview and hire	Assistant Principal	June 2010	
3. Beginning teacher program: mentoring by veteran teachers and monthly group meetings to provide information and support	Assistant principal	June 2010	
4. Ongoing in-house professional development opportunities focusing on best practices for all teachers	Principal	June 2010	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Tara Brock	English 6-12	Intensive Reading	Completed reading endorsement 1&3; Future courses: 2,4, 5, 6.
Alfredo Granado	Social Sciences	Adv. Pl. Art History	Contacted University of South Florida to enroll in Master's Program in Art History. No subject area test currently available.
Manuel Cruz	English 6-12	Intensive Reading	Plans to enroll in reading endorsement classes when available in the Fall. Currently enrolled in Beacon Reading certification course.
Gina Flores-Terry	Elementary Ed	Intensive Reading; English 1	Completed Reading endorsement classes 2,3,4. Enrolled in 1 & 5.

Ana Gonzalez-Fernandez	SPED	Intensive Reading	Plans to enroll in reading endorsement classes in the Fall.
Darlyn Trujillo	Exceptional Student Ed. ESOL endorsement	Intensive Reading	Completed all reading endorsement classes except 6. Will enroll in 6 when offered.
Elvira Romero	ESOL; English; SPED	Intensive Reading	Plans to enroll in reading endorsement classes in the Fall.
Ana M. Gonzalez-Fernandez	Exceptional Student Ed. K-12	9th & 10th Eng. ESE Intensive Reading	Plans to enroll in reading endorsement classes when available in the Fall.
Christopher J. Salerno	Exceptional Student Ed. ESOL endorsement	Science and Social Studies	Plans to enroll in certification classes in the Fall.
Ana C. Simon	Temporary English	Advanced Reading	Completed ABCTE Certification Program; Took subject area and professional exams in March, 2009.
Adriana Guevara	Social Science English	Intensive Reading	Completed Reading Endorsement #2; enrolled in 1 & 3, Will take Reading Endorsement Comps 4 & 6.
Krystal N. Player	Bus. Ed.	American History World History	Will take the subject area certification test in Social Studies in Summer 09.
Janette Brito	Social Science	Intensive Reading	Enrolled in endorsement classes. Completed and passed General Knowledge certification tests; Will complete Education test and Social Science Subject area test.
Tabitha Milfort	Exceptional Student Ed.	Intensive Reading	Plans to enroll in reading endorsement classes in the Fall.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
190	1.58	23.68	38.42	36.32	34.74	86.29	5.79	6.84	24.21

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA	NA-- No beginning teachers for 2009-2010 school year	NA	NA

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday School or summer school through our adult education program. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Title CHES (as appropriate); Supplemental Educational Services, and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met.

#### Title I, Part D

Hialeah High utilizes District-supplied funds to support the Educational Alternative Outreach programs to provide assistance to student and youth who are at-risk of dropping out of school. The school helps to transition the students back into the academic environment by providing support services and counseling. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementations and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial Programs
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- ELL student participation in the citizenship mentoring/accluturation program provided by the Close Up for New Americans Program
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in ESOL courses to be used by ELL and immigrant students

#### Title X- Homeless

Title X funds are used for the following programs and services:

- Project Upstart/Homeless Children & Youth Program - focuses on identifying eligible students and enrolling them for free lunch, transportation services, and connect them with the necessary community resources
- The Homeless Liaison – provides training for registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act
- Project Upstart – provides a homeless sensitivity and awareness campaign throughout the school

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

Hialeah High offers non-violence and anti-drug programs to students that incorporate field trips, community service, drug tests, and counseling, all coordinated by the TRUST Counselor (SSHS, MPACT).

#### Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, and school lunch follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

High school completion courses are available to all eligible Hialeah High students in the evening based on the senior high school's counselor recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.



Articulation agreements allow students to earn college and postsecondary technical credits in high school and it provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

Community Coalition (Dade Partners) offers a five-week employability skill training for seniors that allows the students the opportunity to learn how to create a resume, how to dress appropriately at the job site, and perform well during a job interview. Program completers receive stipends.

#### Other

##### Parental

Hialeah High conducts the following parent-related activities:

- Involves parents in the planning and implementation of Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under the No Child Left Behind Act, and other referral services.
- Increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact for each student, our school's Title I Parental Involvement Policy, scheduling the Title I Orientation Meeting, (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses , etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.
- Completes both the Title I Administration Parental Involvement Monthly Reports and the Title I Parental Involvement Monthly Activities Report and submits to Title I Administration by the 5th of every month to comply with NCLB requirements.
- Provides confidential "as-needed services" to students in the school in "homeless situations" as applicable.
- Provide additional academic and support services to students and families of the Migrant population as applicable.

##### School Improve Grant Fund/School Improvement Grant Initiative

Hialeah High School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

#### Response to Instruction/Intervention (RtI)

##### School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of available data.

The RtI leadership team will consist of the following:

- Principal/Administrators who will ensure that problems are solved by systematically examining data to ultimately impact student achievement. Other roles include allocating resources to ensure that the school-based team is implementing RtI, documenting implementation of intervention support, ensuring adequate professional development to support RtI implementation, and monitoring the effectiveness of meeting school goals and student growth by analyzing assessment data.
- Instructional Coach(es) Reading/Math/Science who will participate in RtI meetings, assists in creating and implementing progress monitoring assessments, data collection, and data analysis using WSPI, Edusoft , and SnapShot to identify student needs and evidence-based curriculum/behavior assessments and intervention strategies. They will also ensure that core

content standards/ programs are implemented while providing teacher support and delivering professional development.

- Exceptional Student Education (ESE) Department Chair will encourage student data collection amongst the SPED department, integrate core instructional activities/materials into Tier 3 instruction through curriculum planning, and encourage collaboration between ESE teachers with general education teachers through co-teaching.

- Team members who will work to build staff support, internal capacity, and sustainability over time

The school leadership team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School guidance counselor
- School psychologist
- School social worker
- Special education personnel
- Community stakeholders

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

The RTI Leadership Team will meet weekly and focus meetings on the following:

- Designing common assessments to determine student mastery
- Monitoring academic and behavioral progress by analyzing data, addressing curriculum based on standards, and providing intervention and enrichment opportunities
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Analyzing data to determine professional development for faculty as indicated by student intervention and achievement needs
- Maintaining communication with staff for input and feedback, as well as updating them on procedures and progress
- Support a structure within the school to design, implement, and evaluate both daily instruction and specific interventions through collaboration, sharing effective practices, and practicing new processes and skills

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan

The leadership team will perform the following roles:

- Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis
- Monitor the fidelity of the delivery of instruction and intervention
- Provide levels of support and interventions to students based on data

#### RTI Implementation

Describe the data management system used to summarize tiered data.

Data will be used to guide instructional decisions and system procedures to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

##### Academic

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments in Reading (FAIR), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), school-wide assessment on FCAT assessed benchmarks
- Progress Monitoring: PMRN, FAIR, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation, school-wide assessments on FCAT assessed benchmarks
- Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Interim Assessment
- End of year: FAIR, AIMS web, FCAT

##### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior
- Attendance
- Team climate surveys

Describe the plan to train staff on RTI.

District professional development and support will include:

- Training for all administrators in the RTI problem solving, data analysis process
- Providing support for school staff to understand basic RTI principles and procedures
- Providing a network of ongoing support for RTI organized through feeder patterns

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

**Strengths:** Across all grade levels for the past three years, scores have increased for Main Idea and Comparisons content areas. Grade 9 indicates considerable improvements in Geometry and Data Analysis; Grade 10 in Measurements. Students are performing at district average in making learning gains in math. The number of students meeting High Standards in math has also increased. Over 50% of 11th and 12th graders met the graduation requirement on the FCAT retake in both reading and math.

**Weaknesses:** Across all grade levels, the percentage of students making learning gains in both reading and math has decreased. Also for all grade levels, student scores dropped in both Words/Phrases and Reference/Research. In math, student scores dropped 10% in Number Sense and 7% in Geometry for Grade 10.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars (IFC) were created by the Reading, Mathematics, and Science coaches for the first nine weeks of the school year (Fall 09) and at the close of the school year (May 09). The Instructional Focus Calendar will be updated in October 2009 as determined by disaggregated data results from the Baseline Test, and again in January 2010 as determined by the disaggregated data results from the December Midyear Test.

In the Reading content area, the IFC will be monitored and amended based on the FAIR assessments that will be given to the students throughout the course of the school year. The school will monitor students' strength and weaknesses through their progress on class work, assessments, and data results. An analysis of the data will be conducted to determine the benchmarks that will be selected according to student needs. The duration of instruction for each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing.

In the Mathematics content area, teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. The Mathematics department will be working through instructional focus committees to determine a more specific IFC within each subject. The school will monitor students' strength and weaknesses through their progress on class work, assessments, and data results. An analysis of the data will be conducted to determine the benchmarks that will be selected according to student needs. The duration of instruction for each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing.

In the Science content area, the GIZMOS program will be utilized to determine the implementation of the IFC. Science teachers will be working together through the instructional focus committees to determine a more specific IFC within each subject area. The school will monitor students' strength and weaknesses through their progress on class work, assessments, and data results. An analysis of the data will be conducted to determine the benchmarks that will be selected according to student needs. The allotted time for the benchmarks in the IFC was determined assuring that students were exposed to all the benchmarks prior to the FCAT testing. Teachers will provide a variety of strategies in order to enhance instruction on each benchmark and will monitor student progress while making adjustments to instruction as needed throughout the year.

School administrators will conduct frequent classroom walkthroughs to ensure effective implementation of the Instructional Focus Calendars. Teachers who struggle in the implementation of the IFCs will obtain assistance from the reading coaches through collaborative efforts and classroom modeling.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Based on the 2009 FCAT Content Cluster analysis of data, the following will apply:  
 Reading: Reference/Research was the least proficient strand and will be given priority focus.  
 Writing: Based on student needs, persuasive writing prompts will be given priority focus.  
 Mathematics: Geometry was the least proficient strand and will be given priority focus. Science: Physical and Chemical Science was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores are released, the administration determines student learning gains by FCAT level and adjusts the master schedule to reflect correct homogeneous grouping. Once an analysis of learning gains is made, an effort to strategically place

the strongest teachers with the weakest students is made. Also throughout the year, student achievement data through monthly assessments are disaggregated by teacher, class, and student and are used continuously to determine effectiveness of instructional strategies. Teachers know, based on data analysis, weaknesses of their students on targeted benchmarks.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Hialeah High continues to implement the teaming of academies concept which allows students to see relationships between discreet subjects and their relevance to the real world. The academies require student participants to complete experiential learning components and internships with cooperating community businesses and organizations. The teams are comprised of teachers from all subject areas and are interdisciplinary in nature. Elective courses that prepare students for future employment and offer job skill training are offered through our 13 academies, e.g. business and information technology, communications and digital technology, visual and performing arts, culinary arts, transportation, engineering, medical health field, etc. School-wide instructional initiatives include an across-the-curriculum emphasis on literacy through our Literacy Leadership Team that relates content in all subject areas to every-day experiences through reading, writing, and oral communications.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The current model of instruction through our academies is based on a career academy configuration linking content with a career. Elective courses are offered through academies in business and information technology, communications and digital technology, visual and performing arts, culinary arts, transportation, engineering, medical health field, etc. Coursework selections by students at Hialeah High reflect their major area of interest. As guidance counselors assist students in selecting their courses throughout their high school experience, students are encouraged to utilize online course planners--- ePersonal Education Planner, FACTS.org, and AP Potential--- as planning tools for their academic and career goals. A curriculum fair is also offered every year for students and parent to participate and be informed of the courses that will be offered the following year.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

At Hialeah High, grade level teachers will meet twice a month within the Instructional Focus Committees and once a month for grade level meetings to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results in accordance with the Instructional Focus Calendars, as well as to share best practices and resources. All Tenth-grade language arts teachers, including the Reading and the ELL department will have common planning time for the next school year. Mathematics and science teachers will meet after school through the Instructional Focus Committees. Teachers will collaborate to develop classroom strategies and subject-specific lesson plans that will utilize differentiated instruction techniques in order to address the needs of students performing below mastery, at mastery, and above mastery.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling. Through the Instructional Focus Committee meetings (Language arts, Reading, Mathematics and Science), teachers have opportunities to create focused lessons. Focus lessons selected by the instructional coaches and teachers are aligned to the benchmarks and standards for each subject area and cover those benchmarks that are annually assessed on the FCAT. Instructional focus activities are provided with teacher modeling. Content area teachers (language arts, reading, mathematics and science) will deliver the focus lessons according to their subject area. Instructional focus time is non-negotiable; therefore, classes will begin with the instructional focus.

How will instructional focus lessons be revised and monitored?

Focus lessons will be revised and/or ret-taught based on student mastery of the monthly assessed benchmarks. Weekly leadership team meetings and bi-weekly instructional committee meetings will monitor the focus lessons by analyzing data results as students are re-assessed throughout the year utilizing monthly assessments and the FAIR reading assessment program. Frequent classroom visits (e.g. horizontal classroom visitations) will be conducted by the administrators to monitor instructional focus alignment and fidelity.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core,

supplemental, and intensive instruction/intervention.

Monthly assessments based on the focus lessons will be administered. Ten questions per benchmark will be utilized for assessment purposes.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The assessment results will be used to determine the instructional focus of whole group lessons. To ensure student proficiency of each benchmark, mastery will be set at 75%. A review of the data will occur upon the results of each monthly assessment to determine which areas need to be re-taught. Teachers will utilize differentiated instruction based on their data on a class by class basis. Remediation will be provided to those students earning less than 50%, and additional instruction and practice opportunities for those students earning between 50-70 %, as well as enrichment/advanced instruction to students earning 75-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

In order to continue challenging students who meet mastery, the Instructional Focus Calendars will provide opportunities to enhance or enrich current skills by implementing project activities, hands-on activities, or other supplemental lessons to reinforce skills and maintain the level of mastery or proficiency. Content area teachers also meet through bi-weekly Instructional Focus Committees to readjust the focus calendars based on the instructional needs of students.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet bimonthly. The meeting will be facilitated by the subject area coach and/or the department chairperson. The weekly agenda and the sign in sheet will be submitted to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and school leadership team at Hialeah High will conduct weekly meetings with department chairs and bi-weekly discussions with teachers via Instructional Focus Committees to discuss assessment results as they pertain to student progress. Evidence of instructional focus will be provided through lesson plans, teacher folders containing class student data, and frequent classroom visitations demonstrating evidence of differentiated instruction. Coaches will also assist teachers by modeling lessons in the classrooms through either small or whole group instruction, as well as assisting teachers in the monitoring, recording, and interpretation of student monthly assessment results. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

- Jamestown Reading Navigator program for all FCAT Reading Level 1 and 2 students in grades 9 and 10 enrolled in the Intensive Reading (IR) classes.
- Hampton Brown Edge, Level A and B, for disfluent FCAT Level 1 and 2 students in the Intensive Reading Plus (IR+) classes.
- USA Today Reading Program for grade 11 and 12 retakers
- Mathematics core classes: Preparing for FCAT Mathematics by AMSCO; FCAT Explorer; Riverdeep
- Science Grade 9: Science JamesTown readers, GIZMO
- Science Grade 10: AMSCO Reading in Science Content Area; GIZMO
- Science Grade 11: Prentice Hall and Glencoe FCAT Review books and transparencies, Science FCAT Coach; GIZMOS.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state-adopted textbooks designed for intensive instruction will be utilized. Instruction in the core and supplemental materials will be coordinated. Computerized programs or instructional software (GIZMOS, FCAT Simulation, and JamesTown Navigator), in addition to Internet instructional web sites such as FCAT Explorer will also be utilized. Efforts will be made for supplemental and intervention materials to cover what the core do not. Through the Instructional Focus Committees (PLCs), teachers will analyze strands in the core, as well as in possible supplementary and intervention curricula, to determine which skills and related tasks in a core strand are not fully covered (or are absent), and which supplemental

and intervention materials fill these gaps. Different methods of providing instruction to students in non-mastered areas will be discussed through the Instructional Focus Committees (PLCs). Students demonstrating non-mastery on a consistent basis will be required to participate in tutorial sessions before and after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Hialeah High will examine school and classroom level-data to identify areas of weakness, establish priorities for instruction, and identify teachers' strengths and professional development needs and strategize needed steps to improve instruction. The school will also provide job-embedded professional development through the instructional coaches. Teachers will be selected through the Instructional Focus Committees to model lessons for colleagues, observe them teaching and provide them feedback. Progress monitoring will be conducted by the principal and assistant principals by making frequent classroom walk-through, reviewing lesson plans, and providing input to teachers.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress, monitoring through class work assignments, assessment results, and observations from teachers, instructional coaches, administrators, counselors, etc., students who demonstrate academic difficulty will receive supplemental and intensive instruction/intervention. Students not meeting mastery will be offered after-school tutoring and assistance during the school day through selected teachers (pull-out tutoring) and instructional coaches.

How will the effectiveness of the interventions be measured throughout the year?

Monitoring will involve collection of data on a frequent and routine basis to decide the effectiveness of interventions based on student performance. A variety of formative (screening, diagnostic, and progress monitoring) and summative assessments may be used to determine student non-mastery. Factors such as student attendance and behavior will be addressed. Unsuccessful strategies will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Computer software programs (e.g. FCAT Explorer, Riverdeep) will be available for students in the Media Center before school, during class time with special permission from the teacher, during lunch, and after school. The Media Center also offers an extensive library orientation to ninth-grade students which incorporate numerous FCAT strategies including a variety of contest throughout the year to promote reading. Also, book talks are conducted for all classes with special emphasis on the intensive reading classes.

Various delivery methods used in the advanced placement, honors, gifted, and higher level academy electives include: 1) Academic Competitors which provide opportunities for the growth and development of a variety of skills (problem solving, critical thinking, communication, and leadership), 2) Independent Study, an individual in-depth study of a topic; and 3) Learning or Interest Centers which are designated areas in classrooms design to enrich a student's interest in a given area.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. At the request of the parent or student, conferences can be held with the recommending teacher, guidance counselor, or the administrator. Parents are counseled on the expectations for the student in the higher level course, as well as their continued parent involvement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Response to Instruction / Intervention (RTI) School-based RTI Team	Principal	Weekly	Monday mornings	<p>Designing common assessments to determine student mastery.</p> <p>Monitoring academic and behavioral progress by analyzing data, addressing curriculum based on standards, and providing intervention and enrichment opportunities.</p> <p>Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.</p> <p>Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.</p> <p>Analyzing data to determine professional development for faculty as indicated by</p>

				<p>student intervention and achievement needs.</p> <p>Maintaining communication with staff for input and feedback, as well as updating them on procedures and progress.</p> <p>Support a structure within the school to design, implement, and evaluate both daily instruction and specific interventions through collaboration, sharing effective practices, and practicing new processes and skills.</p>
Curriculum Council	Assistant Principal	Monthly - one hour each meeting	First Tuesday of every month – after school	<p>Assist in the operating procedures consistent with the school's vision and mission.</p> <p>Assist in the process of development, implementation, evaluation, and revision of the curriculum through data analysis of school, teacher, and student performance.</p> <p>To make recommendations for the implementation of new programs and revising on-going programs.</p> <p>To provide for the collaboration and coordination of departmental activities to ensure that all efforts focus on school improvement and the implementation of educational concepts, innovations and programs.</p>
9th Grade Language Arts	Language Arts Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month.	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the Language Arts Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
10th Grade Language Arts teachers	Language Arts Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month during common planning time	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the Language Arts Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
9th & 10th Grade Reading Department with Language Arts (ELL)	Reading Coaches	Twice a month - one hour each meeting	Second and fourth Wednesday of every month.	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the Reading / Language Arts Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
11th & 12th Grade Reading Retakers with Language Arts and Language Arts (ELL)	Reading Coach, Language Arts Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month during common planning time	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the Reading / Language Arts Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
9th Grade Algebra I & Intensive Math	Mathematics Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month.	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the 9th grade Math Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
11th Grade Algebra II and 11th and 12th Grade Intensive Math	Mathematics Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month.	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the 11th and 12th grade Math Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices
11th Grade Science	Science Teacher	Twice a month - one hour each meeting	Second and fourth Wednesday of every month.	Analyze data from school-wide and progress monitoring assessments, analyze the effectiveness of the 11th grade Science Instructional Focus calendars aligned to district pacing guides and make revisions as necessary based on monthly data, and share best practices.
	Reading – Reading Coach Language Arts – Language Arts Department Chair			

Lesson Study Team; Reading, Science, and Mathematics Coaches; Language Arts teachers	ELL – ELL Department Chair Mathematics – Mathematics Coach Science – Science Department Chair Writing – Media Specialist (Language Arts Certified Teacher)	Monthly	During common planning times	Lesson Study will be centered on planning with and utilizing the research-based lesson delivery model.
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### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/20/2009 6:29:00 PM)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/20/2009 6:30:16 PM)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/20/2009 6:30:50 PM)

### Pre-School Transition

Not Applicable

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school.

The most recent data indicates that Hialeah High's graduation rate has increased considerably. Data in 2008 reflects the rate to be at nearly 68% thus showing an increase of approximately 7 percentage points when compared to 2007. The school continues to encourage all high performing tenth-grade students (high Grade Point Average, FCAT Level 3 and higher in Reading and Mathematics) to register for the Scholastic Aptitude Test (SAT), American College Testing (ACT) and/or College Placement Test (CPT) in order for them to determine how well prepared they are for higher education. All students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. Counselors will review data tracking graduation requirements and Bright Future requirements and direct students accordingly. Partnership collaborations with Miami Dade College (MDC) and Florida International University (FIU) are being planned in order to increase dual enrollment and offer students the opportunity to take college level courses at the Hialeah High school campus.



## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9-10, 27% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 0 percentage points when compared to 27% in 2008.</p> <p>Needs Assessment: 9th and 10th grade must target Reference and Research, Words and Phrases, and Main Idea, Plot, and Purpose clusters</p>		<p>1. Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide students in the Reference and Research cluster with practice in locating and verifying details, analyzing texts critically, and synthesizing details to draw correct conclusions. Students will explore shades of meaning to better identify nuances.	1. Principal, Subject area administrator, and Reading Coaches	1. Bi-weekly meetings with instructional committees, language arts department chair, reading coaches, and subject area administrator will monitor the implementation of research-based instructional strategies	1. Reading coaches and administration will utilize Edusoft monthly assessment results to monitor progress.
2	2. Implement for Words and Phrases a variety of activities working with sets of words that are semantically related. Practice will be provided using prefixes, suffixes, root words, synonyms, antonyms and using context clues to distinguish correct meaning of words with multiple meanings.	2. Principal, Subject area administrator, Reading Coaches, Testing Chair, Small Learning Community (SLC) Coordinator, Academy Leaders, and Department Chairpersons.	2. Bi-weekly meetings with instructional committees, language arts department chair, reading coaches, and subject area administrator will monitor the implementation of research-based instructional strategies	2. Reading coaches and administration will utilize Edusoft monthly assessment results to monitor progress.
3	3. Utilize the use of graphic organizers for students to see patterns and summarize main points in the Main Idea, Plot and Purpose cluster. Practice will be provided in using and identifying details from passages, making inferences, drawing conclusions, and identifying main idea and author's purpose	3. Reading Coaches, Language Arts Chair	3. Administration will monitor implementation through classroom walkthroughs	3. Reading coaches and administration will utilize Edusoft monthly assessment results to monitor progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grades 9 and 10		Given instruction using the Sunshine State	

<p>29% of Hispanic students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 1 percentage point when compared to 28% in 2008.</p> <p>Needs Assessment: 9th and 10th grade must target Reference and Research, Words and Phrases, and Main Idea, Plot, and Purpose clusters</p>		<p>Standards, 72% of Hispanic students in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Utilize the Jamestown Reading Navigator program to accelerate growth in Reference/ Research, Words/Phrases, and Main Idea deficiencies through an implementation model that will include student-directed and teacher-directed learning. Students will work on two 35-minute blocks of computer time each week.</p>	<p>1. Principal, Subject area administrator, and Reading Coaches</p>	<p>1. Administration will monitor implementation through classroom walkthroughs.</p>	<p>1. Reading Navigator progress monitoring assessments</p>

<p>Based on the Needs Assessment, I identify Area(s) for Improvement</p>		<p>Objective Linked to Area of Improvement</p>		
<p>In grades 9 and 10 10% of Black students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 4 percentage points when compared to 7% in 2008.</p> <p>Needs Assessment: 9th and 10th grade must target Reference and Research, Words and Phrases, Main Idea, Plot, and Purpose, and Comparisons clusters</p>		<p>Given instruction using the Sunshine State Standards, 72% of Black students in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Reference and Research- utilize strategies to build this subgroup's summarization skills and encourage students to read from a wide variety of texts.</p> <p>Words and Phrases- provide students with practice in distinguishing literal from figurative interpretations while using vocabulary work maps, word walls, and engaging students in affix or root word activities. Main Idea- provide extensive practice using text marking and finding facts to support opinions within text.</p>	<p>1. Principal, Subject area administrator, and Reading Coaches</p>	<p>1. Bi-weekly meetings with instructional committees, language arts department chair, reading coaches, and subject area administrator will monitor the implementation of research-based instructional strategies</p>	<p>1. Reading coaches and administration will utilize Edusoft monthly assessment results to monitor progress.</p>

<p>Based on the Needs Assessment, I identify Area(s) for Improvement</p>		<p>Objective Linked to Area of Improvement</p>		
<p>In grades 9 and 10 27% of Economically Disadvantaged (ED) students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 1 percentage point when compared to 26% in 2008.</p> <p>Needs Assessment: 9th and 10th grade must target Reference and Research, Words and Phrases, Main Idea, Plot, and Purpose clusters</p>		<p>Given instruction using the Sunshine State Standards, 72% of Economically Disadvantaged (ED) students in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Utilize testing data and teacher observations to</p>	<p>1. Principal, Subject area administrator,</p>	<p>1. Administration will review sign-in sheets for tutorial</p>	<p>1. Interim Assessment data will be used to determine</p>

assign struggling students to before- and after-school tutorial program where strategies will be tailored to meet deficiencies in Reference/Research, Words/Phrases, and Main Idea clusters. Internet-based FCAT Explorer will be utilized to further address deficiencies in the cluster areas.	and Reading Coaches	programs	progress in the tested benchmarks. FAIR OPM data will be used to determine progress between low, moderate, and high risk students.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 and 10 16% of Students with Disabilities (SWD) achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 2 percentage points when compared to 14% in 2008.  Needs Assessment: 9th and 10th grade must target Reference and Research, Words and Phrases, Main Idea, Plot, and Purpose clusters.		Given instruction using the Sunshine State Standards, 72% of Students with Disabilities in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide pull-out opportunities twice a week in 30-minute sessions to provide students with additional reading instruction and assist with individual deficiencies in Reference/Research, Words/Phrases, and Main Idea clusters.	1. Subject area administrator, Reading Coaches, ELL Department Chair, and Pull-Out Reading Teachers	1. Principal and subject area administrator will monitor pull-out program schedule and sign-in sheets	1. Reading coaches and administration will utilize Edusoft monthly assessment results to evaluate progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 and 10 11% of English Language Learners (ELL) achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 4 percentage points when compared to 7% in 2008.		Given instruction using the Sunshine State Standards, 72% of English Language Learners in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Hampton Brown Series for all ELL students to address deficiencies in Reference/ Research, Words/Phrases, Main Idea, and Comparison clusters.	1. Principal, Subject area administrator, Reading Coaches, and ELL Department Chair	1. Administration will monitor implementation through classroom walkthroughs.	1. Reading coaches , ELL department chair, and administration will utilize Edusoft monthly assessment results to monitor progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Hampton Brown Edge Refresher Training	Assistant Principal, Reading Coaches	Sept. 2009	Teacher and Reading Coach chat sessions to lesson plan or debrief on classroom visits and/or co-teaching	Reading Coaches, Administrator
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Refresher Training	Assistant Principal, Reading Coaches	Sept. 2009	Teacher and Reading Coach chat sessions to lesson plan or debrief on classroom visits and/or co-teaching	Reading Coaches, Administrator
Given instruction using the Sunshine State				4. Teacher and	

Standards, 72% of Hispanic students in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test.	Jamestown Reading Navigator Refresher Training	Assistant Principal, Reading Coaches	Sept. 2009	Reading Coach chat sessions to lesson plan or debrief on classroom visits and/or co-teaching	Reading Coaches, Administrator
Given instruction using the Sunshine State Standards, 72% of Black students in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test	"Affix and Root Word Strategies and Activities" (Words/Phrases)	Reading Coaches and Instructional Focus Committee Leaders	Sept. 2009	Lesson plans, classroom visits, and Monthly and Interim Assessment data	Principal, Assistant Principal of Curriculum, Reading Coaches, and Instructional Focus Committee Leaders
Given instruction using the Sunshine State Standards, 72% of English Language Learners in grades nine and ten will achieve mastery on the 2010 administration of the FCAT Reading Test	Hampton Brown Training for ELL teachers	Bilingual District Department	September 2009	Lesson plans, classroom visits, and Monthly and Interim Assessment data	Principal, Assistant Principal of Curriculum, Reading Coaches, and Instructional Focus Committee Leaders

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a biweekly basis, during Instructional Focus Committee meetings, committee leaders and members will meet to review and discuss cumulative and student by student results of all Monthly Assessments and Interim Assessments. Teachers will adjust instruction in reading based on new knowledge as a result of these professional conversations. Reading, writing, listening, speaking, and viewing will be incorporated within Language Arts and content area instruction, and skills to improve literacy will be taught explicitly across the curriculum each day. Instructional Focus Calendars aligned to reading benchmarks will be used in Fine Arts classes. Jamestown Timed Readings will be used in Social Studies and Science classes to increase fluency and build comprehension skills. There will be a school-wide focus on vocabulary by having all teachers use a comprehensive approach to vocabulary acquisition incorporating different types (implicit and explicit) of instruction.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hampton Brown - Intensive Reading Plus Level 1 and 2	ARRA Funds	\$6,225.00
Hampton Brown - Developmental ESOL	Instructional Materials Categorical	\$38,000.00
		Total: \$44,225.00
Technology		
Description of Resources	Funding Source	Available Amount
Edusoft/Examview	District	\$14,000.00
		Total: \$14,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$58,225.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 57% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 4 percentage points when compared to 53% who achieved mastery in 2008.  Needs Assessment: 9th and 10th graders must target Number Sense, Geometry, and Algebraic Thinking.		Given instruction using the Sunshine State Standards, 74% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide departmentalized instructional calendar that would focus on similar assignments and home learning activities for the same subject areas to address deficiencies in Number Sense, Algebraic Thinking and Geometry.	1. Provide departmentalized instructional calendar that would focus on similar assignments and home learning activities for the same subject areas to address deficiencies in Number Sense, Geometry, and Algebraic Thinking.	1. Focused walkthroughs by subject area administrator to ensure fidelity of instructional calendars.	1. Math Coach and administration will monitor effectiveness of instructional calendars through Edusoft assessment results.
2	2. Provide more practice for students in Number Sense by solving equations with variables. Inductive reasoning strategies will be provided in discovery learning activities to develop meaning through mathematical problem solving in a real-world context. In Algebraic Thinking, provide students with the opportunity to apply the use of systems of equations with real-world applications.	2. Department Chairperson/ Coach, assistant principal	2. Frequent classroom visitations by subject area administrator.	2. Math Coach and administration will use Edusoft assessment results to evaluate progress.
3	3. Incorporate in Geometry the use of cooperative structures in all Algebra I and Geometry math classes to provide opportunities for students to explore and solve real-life problems involving the Pythagorean Theorem. Provide inductive reasoning strategies that include discovery learning activities	3. Department Chairperson, Math Coach, assistant principal	3. Administrators, department chair and math coach will review monthly assessment data, best practices shared and strategies implemented to determine progress.	3. Math Coach and administration will use Edusoft assessment results to evaluate progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 39% of Black students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This is 35 percentage points below the state's new proficiency level of 74%. (Note: No 2008 scores for this subgroup)  Needs Assessment: 9th and 10th graders must target Number Sense, Geometry, and Algebraic Thinking.		Given instruction using the Sunshine State Standards, 74% of Black students in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Riverdeep and FCAT Explorer for before- and after-school tutorial sessions and Saturday	1. Department Chairperson, Math Coach, assistant principal	1. Testing Chairperson and administration will monitor implementation of tutorial sessions and Saturday	1. Automated Riverdeep and FCAT assessments will indicate progress of targeted benchmarks

School programs to relate Number Sense, Geometry, and Algebraic Thinking to recent classroom instruction. Students will complete assessments in the lab/classroom with supervision	School Program.	covered in tutorial sessions
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 9-10, 56% of Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 3 percentage points when compared to 53% who achieved mastery in 2008.  Needs Assessment: 9th and 10th graders must target Number Sense, Geometry, and Algebraic Thinking.	Given instruction using the Sunshine State Standards, 74% of Economically Disadvantaged students in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.
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Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. Utilize ALEKS in small groups guided instruction with teacher to target gaps of student knowledge in Number Sense, Geometry, and Algebraic Thinking. Students will utilize program twice a week, 1 hour per session.	1. Department Chairperson, Math Coach, assistant principal	1. Frequent classroom walkthroughs will be conducted by administration to ensure usage of program.	1. Automated reports will monitor learner progress

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 9-10, 42% of English Language Learners achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 9 percentage points when compared to 33% who achieved mastery in 2008.  Needs Assessment: 9th and 10th graders must target Number Sense, Geometry, and Algebraic Thinking.	Given instruction using the Sunshine State Standards, 74% of English Language Learners in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.
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Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. Conduct pull-out tutoring sessions through the Home Language Assistance Program (HLAP) to provide support to students in Number Sense, Geometry, and Algebraic Thinking.	1. Math Department Chairperson/ Coach, ELL Department Chair, and subject area administrator	1. Review HLAP sign-in logs weekly and monitor schedule of tutoring activities	1. Teacher, Math Coach and administration will monitor progress through Edusoft

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 9-10, 28% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 6 percentage points when compared to 22% who achieved mastery in 2008.  Needs Assessment: 9th and 10th graders must target Number Sense, Geometry, and Algebraic Thinking.	Given instruction using the Sunshine State Standards, 74% Students With Disabilities in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.
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Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. Identify and closely monitor the progress of the lowest 25% consistently and revise instruction using differentiated instruction as indicated by student progress in Number Sense,	1. Department Chairperson, Math Coach, SPED chair and subject area administrator	1. Subject area administrator will monitor implementation	1. Teacher, Math Coach and administration will monitor progress through Edusoft.

Geometry, and Algebraic Thinking. Utilize three dimensional manipulatives in all Algebra I and Geometry math classes to explore three dimensional figures with cross-sections.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.	Effective implementation of the Instructional Focus Calendars	Math Coach	August 2009	Classroom daily walkthroughs conducted by administrator	Subject area administrator
Given instruction using the Sunshine State Standards, 74% Students With Disabilities in grades 9-10 will achieve mastery on the 2010 FCAT Mathematics Test.	Differentiated Instruction	District Mathematics Supervisor	October 2009	Conduct targeted walkthroughs by administration to monitor effectiveness of differentiated instruction	Subject area administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
ALEKS	District	\$16,000.00
		Total: \$16,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$16,000.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 11, 23% of students achieved mastery on the 2009 administration of the FCAT Science test. This represents a decrease of 3 percentage points when compared to 26% who achieved mastery in 2008.	Given instruction based on the Sunshine State Standards, 50 % of the students in grade 11 will achieve mastery on the 2010 administration of the FCAT Science Test.
Action Step	Person Responsible for Monitoring the Action Step
	Process Used to Determine Effectiveness of Action Step
	Evaluation Tool

1	1. Develop, implement and monitor a spiral instructional focus calendar for all science courses that will be aligned with the FCAT benchmarks and classroom textbooks.	1. Science Department Chair/Coach and subject area administrator	1. Weekly meetings with science chair and administration to monitor and discuss implementation of instructional calendars	1. Increased performance on the FCAT Science Assessment in 2010.
2	2. Implement a daily 25 minute SSS annually assessed benchmark review in every 11th grade science classroom.	2. Science Department Chair/Coach and subject area administrator	2. Bi-weekly meetings through the Instructional Focus Committee will monitor benchmark reviews	2. Science Chair/Coach and administration will utilize Edusoft assessment results to evaluate progress.
3	3. Develop Instructional Focus Committees of science teachers to research, discuss, design and implement strategies to increase inquiry-based learning in all science content cluster areas. Committees will also analyze student data to make instructional decisions based on student performance.	3. Science Department Chair/Coach, Instructional Focus Committee leaders, and subject area administrator	3. Weekly meetings with science chair and administration to monitor Instructional Focus Committee practices	3. Science Chair/Coach and administration will utilize Edusoft assessment results to evaluate progress and instructional practices.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Based on the 2009 data, the students answered 38% of Physical and Chemical questions correctly. This represents a decrease of 5 percentage points when compared to 43% in 2008.</p> <p>Based on the 2009 data, the students answered 50% of Scientific Thinking questions correctly. This represents a decrease of 5 percentage points when compared to 55% in 2008.</p> <p>Based on the 2009 data, the students answered 43% of Life and Environmental questions correctly. This represents 0 percentage points increase when compared to 43% in 2008.</p>		<p>Given instruction based on the Sunshine State Standards, the percentage of correctly answered questions in the Physical and Chemical, Scientific Thinking, and Environmental clusters of the 2010 FCAT Science will increase to 75%.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. In Physical and Chemical, provide students with the opportunity to compare, contrast, interpret, analyze, and explain chemical and physical concepts during laboratory experiences and classroom discussions. Also provide students with the opportunity to make connections to real-life experiences and write about their results and experiences.	1. Science Department Chair/Coach and subject area administrator	1. Instructional Committee meetings, science department chair and subject area administrator will monitor the implementation of research-based instructional strategies	1. Science Chair/Coach and administration will utilize Edusoft assessment results to evaluate progress.	
2. In Scientific Thinking, provide opportunities for students to design experiments using the scientific method while teachers incorporate the scientific method through more inquiry-based laboratory activities and classroom discussions.	2. Science Department Chair/Coach and subject area administrator	2. Instructional Committee meetings, science department chair and subject area administrator will monitor the implementation of research-based instructional strategies	2. Science Chair/Coach and administration will utilize Edusoft assessment results to evaluate progress.	
3. In Life and Environmental, provide students with the opportunity to compare, contrast, interpret, analyze, and explain life, environmental, and ecological science concepts during laboratory activities and classroom discussions.	3. Science Department Chair/Coach and subject area administrator	3. Instructional Committee meetings, science department chair and subject area administrator will monitor the implementation of research-based instructional strategies	3. Science Chair/Coach and administration will utilize Edusoft assessment results to evaluate progress.	



Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50 % of the students in grade 11 will achieve mastery on the 2010 administration of the FCAT Science Test.	Science Jamestown Readers	Assistant Principal and teacher with assistance from Reading Coach.	August 2009	Reading grades assigned in grade book and paragraph on how each teacher is implementing it in their classroom.	Science Coach/Science Chair, Assistant Principal.
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Lab and practical hands-on infusion strategies and techniques.	Various Science Department Teachers and Science Coach/Department Chair.	Ongoing in 2009-2010 School year.	Assistant Principal will attend training and ensure strategies are implemented	Science Coach/Science Chair, Assistant Principal
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	GIZMOS	TBA	September 2009	Classroom walkthroughs will be conducted to ensure use of Gizmos	Science Coach/Science Chair, Assistant Principal

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Various supplies ranging from beakers, flasks, graduated cylinders to chemicals, organisms for dissection, scalpels and blades that permit laboratory experiences to occur.	SLC	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
GIZMOS	District	\$5,200.00
		Total: \$5,200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Refresher GIZMOS training.	SLC	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$10,700.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 10,	1. Given instruction based on the Sunshine State

80% of the students achieved mastery on the 2009 administration of the FCAT Writing Test. This represents a decrease of 1 percentage point when compared to 81% who achieved mastery in 2008.		Standards on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive instruction in the formal writing process daily in language arts classes; students will date and keep all writing samples in classroom folders to monitor growth and progress.	1. Administrators and Reading Coaches	1. Teachers' lesson plans will be monitored weekly by administrators; Student folders will be checked monthly to ensure the teaching of the writing process.	1. Administration of monthly writing prompts.
2	2. Students will write once a week in all classes across the curriculum to reinforce topic development. Teachers in all content areas will be provided prompts germane to their courses.	2. Administrators and Reading Coaches.	2. All classes across the curriculum will save dated weekly writing samples in class folders. Administration will monitor teacher lesson plans and implementation of weekly writing assignments.	2. Progress between Pretest prompt and bi-monthly prompts
3	3. Infuse CRISS and reciprocal teaching strategies to provide activities and vocabulary strategies to improve writing skills.	3. Subject area administrator and Reading Coaches.	3. Students will be given a pre-test and then tested and scored bi-monthly to determine growth.	3. Progress between Pretest prompt and bi-monthly prompts.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 10, 66% of students scored at or above proficiency in Persuasive Writing. This represents a decrease of 5 percentage points when compared to 71% who achieved mastery in 2008.		2. Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. 10th grade language arts teachers will incorporate Persuasive writing passages in their class assignments. Students will write in response to information provided in newspaper articles, charts, photographs, and reported dialogues	1. Administrators and Reading Coaches	1. Student portfolios will be maintained and checked each grading period.	1. Progress between Pretest prompt and bi-monthly prompt, teacher quizzes and evaluations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.	Instruction during in-house trainings in how to develop a topic utilizing "Writing to Show" strategies.	Writing Coach	September, 2009	The monitoring of lesson plans and student work samples across the curriculum.	Principal, Assistant Principal, Reading Coaches.
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.	Three four-hour Saturday workshops to reinforce the "Writing to Show" method of writing development for 9th and 10th grade teachers across the curriculum.	Writing Coach	September, 2009 – January, 2010.	The monitoring of lesson plans and student work samples across the curriculum.	Principal, Assistant Principal, Reading Coaches.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Implementation of Writing strategies in the classroom	SLC	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,000.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
2008-2009 School Climate Survey indicates that 54% of parents agree that teachers do their best in including them in their child's progress at school. This represents a decrease of 12% compared to 2007-2008 results.			During the 2008-2010 School Climate Survey, 70% of parents will agree that teachers do their best in including them in their child's progress.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Classroom teachers encouraged to make regular phone calls to discuss student academic improvement, behavior, and attendance.	1. Department chairpersons, assistant principal	1. Review parent contact logs created by departments	1. 2009-2010 School Climate Survey results
2	2. Increase number of parent conferences with struggling students, with follow-ups as needed.	2. Department chairpersons, departmental assistant principal	2. Maintain logs for parent conferences with follow-up comments	2. 2009-2010 School Climate Survey results

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
The 2008-2009 Parental Involvement Monthly School Report indicates that the number of parental contacts decreased by 3% when compared to 2007-2008.			During the 2009-2010 school year, Hialeah High will increase the number of parent contacts by 1% by June 2010.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school	1. Principal	1. Review parent telephone logs	1. Parent Attendance sign-in sheets
2	2. Use of ConnectEd messaging system	2. Selected School Staff	2. Collect participation data	2. Title I Administration Parental Involvement Monthly School Report
3	3. Maintain parental telephone logs and activity reports	3. Selected School Staff	3. Tally Parental Involvement Monthly School and Activity Reports	3. Title I Administration Parental Involvement Monthly Activities Report

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	

In grades 9-10, 27% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 0 percentage points when compared to 27% in 2008.		Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Have every teacher adopt two students to provide support by enlisting parental assistance throughout the school year.	1. Academy Leaders	1. Collect mentoring teacher logs	1. Title I Administration Parental Involvement Monthly Activities Report
2	2. Implement a daily home reading program by September.	2. Grade level Reading coaches, departmental assistant principal	2. Incentive chart program to track number of books read by each student	2. Star Reader Program Certificates

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 30% of the students are reading at or above grade level in Reading. This represents 32% below the district's average.		Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Every English teacher will call parents within first two weeks of each semester to discuss student's performance in class.	1. Department chair, subject area assistant principal	1. Subject area administrator will review parent calling logs.	1. Calling logs from teachers will indicate 100% compliance.
2	2. Provide strategies for parents to support higher reading achievement through parental workshops.	2. Reading coaches, assistant principal, Community Involvement Specialist	2. Tally Parental Involvement Monthly School and Activity Reports	2. Title I Administration Parental Involvement Monthly Activities Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008-2009 PTSA membership roster indicates a decrease in membership of 20% when compared to 2007-2008 membership roster		The school will increase its PTSA membership by 5% by the end of the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Solicit assistance from the district's PTSA program to provide additional support and training for the school's local PTSA.	1. Parent liaison, Assistant principal, Community Involvement Specialist	1. Collect sign-in sheets	1. Parent survey
2	2. Increase community awareness of PTSA meetings through advertisement using reminder calls through ConnectED, the community involvement specialist, fliers, and the electronic marquee.	2. Parent liaison, Assistant principal	2. Maintain activity notebook with fliers and phone logs	2. Parent attendance sign-in sheets
3	3. Encourage diversity on the PTSA by inviting/recruiting members from various backgrounds and students with various skill levels.	3. Parent liaison, Assistant principal	3. Maintain a folder with strategies, activities, flyers, and other promotional events	3. PTSA membership rosters

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
During the 2008-2010 School Climate Survey, 70% of parents will agree that teachers do their best in including them in their child's progress.	Strategies to assist teachers in involving parents in their students' education	Guidance Counselors	October 2009	Teacher parent contact logs	Assistant Principal

The school will increase the number of parent contacts by 1% by June 2010	Title I in Action: A Practitioners Perspective!	District Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.	Parental strategies to encourage students to read at home	Reading coaches	October 2009	Parent survey	Assistant Principal
The school will increase its PTSA membership by 5% by the end of the 2009-2010 school year	Strategies to recruit parents and increase PTSA membership	Office of Parental Involvement	November 2009	Parent survey	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$3,800.00
		Total: \$3,800.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,800.00

*End of Parent Involvement Goal*

## Other Goals

### Graduation Goal Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2007-2008, the school's graduation rate was 67.6%. This represents an increase of 6.6 percentage points when compared to 61% in 2006-2007. This rate also exceeds the district's by 1.8 percentage points.		Hialeah High will increase the graduation rate by 1% for the 2009-2010 academic year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Conduct individualized conferences with parents and students to address academic needs for graduation.	1. Guidance chair, Assistant principal	1. Counselor weekly/monthly logs for parent/teacher/student conferences.	1. Review counselor logs for number of parents attending conferences
2	2. Continue credit recovery course opportunities for all students through the adult education program.	2. Guidance chair, Assistant principal	2. Student completion and submission of Credit Certification Forms for adult education.	2. Academic student histories indicating number of students who satisfactorily completed adult education courses.
3	3. Increase parental involvement by providing workshops to review graduation and FCAT requirements, scholarships, and other postsecondary options.	3. Guidance chair, Assistant principal	3. Collect sign-in sheets and rosters for parent meetings and workshops	3. Title I Administration Parental Involvement Monthly Activities Report.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2007-2008 AYP Report indicates that Students With Disabilities was the subgroup having the lowest graduation rate of 39%. This represents a drop of 3 percentage points when compared to 42% in 2006-07.		Hialeah High will increase the graduation rate of the Students With Disabilities subgroup by 3% for the 2009-2010 academic year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Encourage teachers to closely monitor academic performance and daily attendance of low performing students and notify parents, guidance counselors and administrators in a timely manner.	1. SPED chair, Assistant principal	1. Review teacher referral logs to counselors and referrals to administrators	1. Improved academic performance and daily attendance as indicated in the electronic gradebook
2	2. Provide intensified efforts to involve students who need remediation in the Saturday School Program and tutorial opportunities.	2. SPED chair, departmental Assistant principal	2. Maintain student referral and parent contact logs	2. Saturday School student attendance sign-in sheets
3	3. Provide small group parental workshops for at risk students to address graduation deficiencies.	3. Guidance chair, Assistant principal	3. Collect parent attendance logs	3. Title I Administration Parental Involvement Monthly Activities Report.

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Hialeah High will increase the graduation rate by 1% for the 2009-2010 academic year	Using data to assist students in meeting high standards	Counselor	October 2009	Evaluation survey will be collected from all participants	Assistant principal
Hialeah High will increase					

the graduation rate of the Students With Disabilities subgroup by 3% for the 2009-2010 academic year.	Strategies for working with at-risk students	SPED chair, counselor	October 2009	Professional evaluation survey	Guidance chairperson
Hialeah High will increase the graduation rate by 1% for the 2009-2010 academic year	Counselor training workshops regarding scholarships, graduation requirements, post graduate options	Florida Department of Education/ M-DCPS district	December 2009	Hialeah High will increase the graduation rate by 1% for the 2009-2010 academic year	Guidance chairperson
Hialeah High will increase the graduation rate by 1% for the 2009-2010 academic year	Provide training to assist teachers and counselors to assist students in bridging the gap of school to career/college	Miami Dade College facilitator	December 2009	Professional evaluation survey	Assistant principal

Budget:

Evidence-based Program(s) / Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Graduation Goal Goal

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hampton Brown - Intensive Reading Plus Level 1 and 2	ARRA Funds	\$6,225.00
Reading	Hampton Brown - Developmental ESOL	Instructional Materials Categorical	\$38,000.00
Science	Various supplies ranging from beakers, flasks, graduated cylinders to chemicals, organisms for dissection, scalpels and blades that permit laboratory experiences to occur.	SLC	\$2,500.00
Parental Involvement	1% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$3,800.00
			Total: \$50,525.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Edusoft/Examview	District	\$14,000.00
Mathematics	ALEKS	District	\$16,000.00
Science	GIZMOS	District	\$5,200.00
			Total: \$35,200.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Implementation of Writing strategies in the classroom	SLC	\$5,000.00
Science	Refresher GIZMOS training.	SLC	\$3,000.00
			Total: \$8,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$93,725.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/21/2009 2:27:07 PM)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance Intervention/Personnel	7000
After School Detention Program	4000
Educational Materials	3000
Lowest 25% Incentives	1000



## Describe the Activities of the School Advisory Council for the Upcoming Year

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

### Activities and duties of SAC members

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

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

The EESAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The EESAC makes recommendations to the principal on the development of the school's annual budget. The EESAC meets monthly to monitor progress and make recommendations to the principal. The committee participated in budget in-service activities to increase their knowledge of the budgetary intricacies. The budgetary committee analyzed needs of the school to best determine their budgetary plan. They organized a unique proposal form allowing for staff and stakeholders to present a written proposal for consideration by the council. This process allows for feedback and adjustments to the actual monetary request. EESAC worked in collaboration with the SACS Leadership, SLC Leadership Team and Curriculum Council providing suggestions and support for all sections of the process.

EESAC appropriated funds for advanced academic programs, the purchase of FCAT and SAT materials, FCAT student incentive awards, attendance improvement, the academy graduation program, and FCAT tutorial activities. This year, EESAC plans to utilize funds to improve academic performance by offering incentives for the lowest 25% group, attendance intervention/personnel, after school detention program, and educational materials.

## SAC Members

### Members

- 1) James Bishop, Principal
- 2) Verena Cabrera, Principal
- 3) Alejandra Lorenzo, SAC Chair
- 4) Gina Guzman, Student
- 5) Abel Iraola, Student
- 6) Gabriela Granado, Student
- 7) Gary Graff, Teacher
- 8) Alfredo Granado, Teacher
- 9) Justine Keller, Teacher
- 10) Anita Marti, Teacher
- 11) Natalie Paul, Teacher
- 12) Ricardo Santiesteban, Teacher
- 13) Georgette Perez, Business Member
- 14) Maria Figueroa, Business Member
- 15) Jose Garrido, Business Member
- 16) Amanda Gloria, Parent

- 17) Yolanda Guillen, Parent
- 18) Marietta Olaechea, Parent
- 19) Isis Loyola, Parent
- 20) Martha Barrios, Parent
- 21) Elisa Robles, Community Member
- 22) Milagros Hernandez, School Support Personnel
- 23) James Thompson, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIALEAH SENIOR HIGH SCHOOL 7111													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1614 Math: 1583		2008-2009 School Grade <sup>1</sup> : D		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	27	N	57	N	87	87	N	61	67	Y	73	73	N	47	43	N	28	N	60	N			
WHITE	100	Y	100	Y		NA		NA			NA	68	73	Y			NA		NA								
BLACK	100	Y	99	Y	10	N	39	N		90	Y	45	68	Y			61	NA		NA	10	N	43	N			
HISPANIC	99	Y	99	Y	29	N	58	N	86	87	Y	61	66	Y	72	71	N	47	42	Y	30	N	62	NA			
ASIAN		NA		NA		NA		NA			NA						NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA		NA								
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	27	N	56	N	85	86	Y	60	67	Y	74	73	N	47	44	N	28	N	60	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	11	N	42	N	51	62	Y	37	45	Y	93	89	N	67	58	Y	17	N	56	NA			
STUDENTS WITH DISABILITIES	97	Y	97	Y	16	N	28	N	74	76	Y	42	39	N	86	84	N	78	72	N	12	N	27	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIALEAH SENIOR HIGH SCHOOL 7111													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1944 Math: 1900		2007-2008 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	98	Y	98	Y	27	N	53	N	83	87	Y	62	61	N	76	73	NA	53	47	NA	32	NA	68	NA			
WHITE	98	Y	97	Y		NA		NA			NA			NA			NA		NA								
BLACK	99	Y	99	Y		NA		NA	94		Y	79	45	N			NA		NA								
HISPANIC	98	Y	98	Y	28	N	53	N	83	86	Y	61	61	N	76	72	NA	53	47	NA	33	NA	68	NA			
ASIAN		NA		NA		NA		NA			NA						NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA		NA								
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	26	N	53	N	82	85	Y	59	60	Y	77	74	NA	55	47	NA	31	NA	68	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	7	N	33	N	54	51	N	42	37	N		93	NA	73	67	NA	22	NA	66	NA			
STUDENTS WITH DISABILITIES	95	Y	96	Y	14	N	22	N	54	74	Y	34	42	Y	93	86	NA	87	78	NA	13	NA	37	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIALEAH SENIOR HIGH SCHOOL 7111													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 2066 Math: 2036		2006-2007 School Grade <sup>1</sup> : F		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	98	Y	97	Y	24	N	47	N	83	83	N	62	62	N	76	76	NA	52	53	NA	36	NA	64	NA			
WHITE	90	N	89	N		NA		NA	90		NA	82	65	NA			NA		NA								
BLACK	100	Y	99	Y		NA		NA	76	94	Y	80	79	N			NA		NA								
HISPANIC	98	Y	97	Y	24	N	47	N	83	83	N	61	61	N	76	76	NA	53	53	NA	37	NA	65	NA			
ASIAN		NA		NA		NA		NA			NA	50	50	NA			NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA		NA								
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	23	N	45	N	80	82	Y	62	59	N	79	77	NA	54	55	NA	37	NA	64	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		N	27	N	57	54	N	40	42	Y			NA	65	73	NA	31	NA	58	NA			
STUDENTS WITH DISABILITIES	93	N	90	N	7	N	13	N	54	54	N	54	34	N	93	93	NA	83	87	NA	24	NA	50	NA			

# SCHOOL GRADE DATA

Dade School District HIALEAH SENIOR HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	30%	62%	80%	26%	198
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	45%	69%			114
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within</li> </ul>					

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	65% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	55%	70%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					435	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District HI ALEAH SENIOR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	60%	81%	31%	203	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	71%			118	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	69% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	47%	58%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					439	
Percent Tested = 96%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District HI ALEAH SENIOR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	53%	78%	17%	176	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	42%	64%			106	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	60% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	40%	37%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					390	
Percent Tested = 97%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested