

School Name and Number : 7361 - Miami Killian Senior High School

School Performance Excellence Plan

Principal: Timothy Dawson

Telephone #: (305) 271-3311

High School Feeder Pattern: 7361 - Miami Killian Senior

Region: Region V

Board District #: 6 - Mrs. Manty Sabatés Morse

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7361 - Miami Killian Senior High School

2002 School Performance Grade: C

Vision/Mission/Belief Statement(s):

VISION: Miami Killian Senior High School will offer a superior, traditional liberal arts education to all students while, at the same time, establish a respected reputation in areas including, but not limited to, college preparatory programs, computer/informational technology, the Arts, JROTC, and vocational/technical education programs.

MISSION: The mission of Miami Killian Senior High School is to prepare students to reach their optimum potential in an ever-changing world. To accomplish this mission, we will provide students with a clean and safe learning environment, a challenging and diverse curriculum, superior classroom instruction, a full range of positive support services, and a variety of athletic and other extracurricular activities.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: Yes

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Miami Killian Senior High School

Miami Killian Senior High School is a ninth through twelfth grade public high school located on 21.16 acres in southwest Miami-Dade County. The school is in a suburban community but has easy access to the many advantages of a large urban center. The population has approximately 50 cultural backgrounds. The enrollment for the 2001-2002 school year ranged between 3,562 (10/2001) and 3,581 (6/2002) students. Four of the past six years, Miami Killian ranked first in attendance from among the 32 Senior High Schools in the Miami-Dade County Public Schools. After reviewing pertinent data and receiving recommendations from the home-school community, the Educational Excellence School Advisory Council (EESAC) identified the following objectives as school-wide priorities for the 2002-2003 school year:

Given increased emphasis on Competency-Based Curriculum and Sunshine State Standards, 10th grade students will improve their reading skills as evidenced by a sixteen percentage point increase of students scoring level three and above on FCAT Reading as evidenced by the 2003 FCAT Reading Test.

Given increased emphasis on Competency-Based Curriculum and Sunshine State Standards, Algebra I students will improve their mathematics skills by a five percentage point increase of students passing (C,B,A) Algebra I from 53 percent (2001 – 2002) to 58 percent (2002-2003) as evidenced by the school end-of-the-year grade summary reports.

Given the increased attention to laboratory activities, students in earth/space science and biology classes will successfully demonstrate their ability to integrate science process skills, as evidenced by 50 percent of students scoring at or above the District mean scale score as documented by scores of the 2003 FCAT Science Test.

Given the development of our Advanced Placement Academy the student enrollment in Pre AP, AP and Gifted courses will increase from thirteen percent to eighteen percent with a special emphasis on underrepresented groups as documented by class enrollment data.

Given continued emphasis on parental, family and community involvement, members of Miami Killian Senior High School's community will actively participate in service and activities designed to enhance student achievement as evidenced by a minimum of 11,012 hours documented on the school volunteer program registration form. These hours will include a minimum of 250 hours of parents, students, and community actively involved in activities directly related to increasing student academic achievement.

Miami Killian Senior High School's EESAC has conducted a needs assessment and by consensus has developed the objectives which are designed to fully prepare our students for post-secondary education and careers, to develop a love of life-long learning, and to assist our students in becoming productive members of society.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Miami Killian Senior High School provides services to standard curriculum, Exceptional Student Education, and English for Speakers of Other Languages students in grades nine through twelve. Educational services are based on the Competency-Based Curriculum and the Sunshine State Standards, delivered through traditional programs and Advanced Placement Academy, the Fine Arts, Alternative Education, and Information Technology academies. Our student service staff in conjunction with the faculty and department chairpersons, guides students in the selection of courses at a variety of levels, from Exceptional Education to rigorous college level Advanced Placement courses, in order to assist students in meeting their graduation and post-secondary planning needs. Our faculty engages in authentic staff development, leading to the infusion of technology and improved student academic achievement.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Miami Killian Senior High School will offer a superior traditional liberal arts education to all students while, at the same time, establish a respected reputation in areas including, but not limited to college preparatory programs, computer/information technology, the Arts, JROTC, and vocational/technical education programs.

The mission of Miami Killian Senior High School is to prepare students to reach their optimum potential in an ever-changing world. To accomplish this mission, we will provide students with a clean and safe learning environment, a challenging and diverse curriculum, superior classroom instruction, a full range of positive support services, and a variety of athletic and other extracurricular activities.

Students representing a variety of cultures and ethnic groups have joined hands as one Killian family. Beginning each day with our proud "Have That Cougar Day!," our multicultural students unite in their quest for excellence. Approximately 300 students are actively involved in our award winning JROTC program. This program is a symbol of our pride, excellence, and unity at Miami Killian Senior High School. The membership lists for our clubs, honor societies, athletic teams, band and student government exceeds 2,138 students. Miami Killian has been awarded numerous trophies for success in athletic, band, debate and academic competitions.

A seasoned and talented faculty chooses to meet in departmental and interdepartmental learning teams to develop effective approaches to improve student performance.

Miami Killian Senior High School holds the following beliefs to be true: All students have the right to an education of the highest quality, free from distractions, with the most updated technologies and materials, leading to post-secondary education and/or career preparation.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Miami Killian employs 223 full-time staff members and 36 part-time staff members. Of this group, 5 are administrators, 153 are classroom teachers (15 of whom are exceptional education teachers), 11 are counselors, 2 are media specialists, 2 are teacher aides, 15 are clerical, 21 are custodial and maintenance personnel, and 50 are security and food services personnel. Of the teaching staff, 54% (86 teachers) have advanced degrees, and three teachers hold National Board teaching certification. Their average number of years teaching in Florida is 15 years, and their attendance rate is 94%.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Miami Killian is located on 21 acres of land, adjacent to a park. The school was built in 1966 and a newer wing was added after hurricane Andrew in 1992. The school building is supplemented with 18 portable classrooms. The school is currently running at 162% of program capacity, not including portable classrooms. The physical education field houses a practice football field encircled by a track, a baseball diamond, and hard-court basketball courts. Additionally, the school

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

has a gymnasium for basketball and other sport competitions, and it also houses a dance studio. Separate sections of the school serve vocational and fine and performing arts classes. The school is constantly upgrading athletic and musical equipment for these programs. The school building has been retro-wired for computer access to the wide area network, including wireless access points for portable classrooms. The school's technological infrastructure has been upgraded to one-gigabit bandwidth with state-of-the-art network servers. The school has over 700 computers, and includes a computerized voice mail system for school communications. The entire school is also wired for closed-circuit television. The media center includes over 22,000 books and an Internet-capable computer lab.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with O.L. 93-508 (Federal Law) and Section 295. 07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements.

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum. In all areas of school endeavors, Miami Killian complies with the standards of the Southern Association of Colleges and Schools.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Miami Killian Senior High School serves 3,776 students from the surrounding neighborhood, including standard curriculum students (78%), ESE students (15%), ESOL students (seven percent). Of the total student body (22.6%) are economically disadvantaged. The ethnic/racial makeup of the student population is 49% Hispanic, 27% White, non-Hispanic, 20% African-American, and four percent Asian/American Indian/Multiracial. The mobility index of the school is 27. For the 2001-2002 school year, the dropout rate was 3.9, an increase of 0.4 from the previous school year's rate of 3.5. The student attendance rate was 94.34%.

As Maslow's Hierarchy of Needs describes, students' basic physiological needs must be satisfied before the higher need of learning can come into play. As a result, in addition to the federally funded free/reduced meal program, the school funds and staffs a clinic with a full-time nurse. Seventy five thousand (7,500) visits were made to the student health clinic during the 2001-2002 school year for reasons varying from headaches to pregnancies. In order to assist students who have difficulties meeting competencies during the regular school day, the school offers after-school tutoring in all subject areas. Additionally, students not meeting Student Performance Standards are enrolled in a second math or reading class, or a combination, depending on the area of greater need. These classes maintain smaller teacher-student ratios and help students prepare for FCAT and HSCT exams. In order to assist Limited English Proficient students, the school ensures that bilingual classes in the areas of mathematics, science, social studies, and technology are available as needed.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

For several years, Miami Killian has included in its School Performance Excellence Plan an objective dealing with increasing parent and community involvement. The objective is measured by how many volunteer hours are completed. For the past three years, Miami Killian has received the Golden and Silver School awards for number of adult and student volunteer hours. Parents are involved with many of the extracurricular groups throughout the school. The clinic and student services department also use adult volunteers to help with clerical needs and as “listeners” for students who may need an adult with whom to speak. The PTSA is active and helpful with needs relative to the media center and other special programs. The PTSA sponsors faculty appreciation breakfasts and lunches for faculty meetings and staff development seminars. Members of the EESAC are elected from the PTSA, and they become involved with the development of the SPEP. Miami Killian's web site is used as a springboard for communicating information to parents and the community. The 2001-2002 School Public Accountability Report indicates that 65% of our students' parents have attended at least one school-related activity, with almost half attending two or more activities.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The Union and the School Board negotiate the salary and benefits package enjoyed by the staff at Miami Killian, which includes health and life insurance in addition to employee-selected benefits. The staff is free to select staff development opportunities offered by the District, in addition to selecting staff development opportunities offered at the school on early-release days. The Educational Excellence School Advisory Council (EESAC) and FCAT Enhancement plan are both sources of funding for staff development programs at the school. The staff includes several National Board certified teachers who mentor others interested in meeting National Board teaching standards. The school's staff development program allows staff members to select areas of interest upon which to focus with a learning team of colleagues. Leadership opportunities within each team vary from session to session. In order to encourage the acquisition of additional degrees, the District offers tuition reimbursement for staff members seeking advanced degrees. School climate surveys indicate that staff is generally satisfied with Miami Killian.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Recognizing the need to offer valuable opportunities for future educators, Miami Killian is involved with the University of Miami, Barry University, Nova University and Florida International University schools of education. Miami Killian offers students from these institutions the opportunity to intern under the supervision of clinically qualified teachers. Additionally, the University of Miami and Barry University will have interns from their schools working with our Academy of Information Technology. Miami Killian articulates several times yearly with its feeder middle schools: Arvida Middle, Glades Middle, Palmetto Middle, Richmond Heights Middle, and Southwood Middle. Sessions with these feeder schools include curriculum development, vertical teaming, and student subject selection. Several institutions around the county select students from Miami Killian as interns in their organizations. One of the largest of these is Baptist Hospital.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Enrollment at Miami Killian has been relatively stable over the past five years. The school's attendance rate has been among the top five in the District over the past six years, actually being ranked number one during four of the six years. The Florida Department of Education grades Miami Killian as a “C” school. Miami Killian was a recipient of the Siemens Award for high Advanced Placement test scores in the hard sciences. The National Academy Foundation granted Miami Killian the Academy of Information Technology based on our proposal and high quality technological infrastructure.

3.2 Competitors

This item explores the alternate schools available to students.

Miami Killian is considered one of the highest quality high schools in the District. Miami Killian shares public school boundaries with Miami Palmetto, Coral Reef, and Miami Sunset. Other competitors include magnet schools, private schools such as Gulliver Preparatory, Christopher Columbus High, Lourdes Academy, Belen and others.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Miami Killian Senior High School enjoys a collaborative system of leadership that includes representation from all stakeholder groups. The Educational Excellence School Advisory Council, composed of members from all stakeholder groups, convenes to develop the school's Performance Excellence Plan, and discuss staffing and budgeting issues. Additionally, department chairpersons meet with their department members to discuss and disseminate information related to all aspects of the school, especially staff development leading to increased academic performance. The ongoing collaboration of these groups allows our students to reap the benefits of school wide programs focusing on high quality instruction.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Miami Killian's enrollment has been relatively stable over the past several years. Furthermore, the demographics of the school's population have remained stable as well. Major constraints that deal with budgeting issues are due to the State Legislature's lack of funding to the District. Miami Killian was awarded the NAF Academy of Information Technology as a result of the school's written proposal and state-of-the-art technological infrastructure improvement. It is our intention that this academy, in conjunction with Miami Killian's Advanced Placement Academy, the Fine Arts Academy, and alternative education program AutoCAD Academy, will lead to increased student achievement, and preparation for post-secondary endeavors.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Miami Killian has identified several issues as impediments to learning, including the following. In the area of reading, many students are not equipped to decode higher level reading materials, resulting in substandard reading comprehension.

A percentage of students follow the national trend of failure in Algebra I. Instructional strategies in mathematics courses prior to Algebra I do not prepare students for the rigor necessary to be successful in Algebra I, including completion of homework and maintenance of organized and complete notebook portfolios.

The expansion of the magnet school movement and private schools has prompted our parents to request greater articulation of our efforts to promote and support advanced studies. A case in point is the design and implementation of the Advanced Placement Academy at Miami Killian Senior High.

Based on questionnaires, it is obvious that large proportions of staff members are not comfortable using technology for themselves, much less as instructional materials or incorporated into their methods, but they are willing to learn.

Although the school's dropout rate has declined over the years, it is still sufficiently high to be an area of concern.

Finally, Miami Killian believes that the continuation of improving community involvement will translate to improved participation and awareness, yielding enhanced student achievement.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

The turnover of staff at Miami Killian is low. During the 2001-2002 school year 14% were new to the school. In the prior year, 6% were new; and presently, for the 2002-2003 school year, 14% are new to the school. This compares with approximately 15% new to the State. The increase in faculty is due to reducing the size of classes thus more faculty is needed. Many teachers, both new and veteran, solicit the administration for employment at Miami Killian. As a result, vacant positions generally do not go unfilled for long.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Results of the school climate survey indicate that staff members are generally satisfied with the school. Analysis of PACES instruments indicates that teachers need to increase their fluency in providing students with skills to enable thinking. Faculty learning teams have provided an opportunity for teachers to examine and devise strategies designed to increase student achievement.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Miami Killian has identified several issues concerning challenges related to internal operations and external forces including increased influx of immigrant students, the lack of teacher preparedness for using technology, and a perception by teachers that students are not entering high school well prepared.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Several issues relative to challenges in process improvement include increasing reading comprehension by better monitoring the Comprehensive Reading Plan, offering strategy-specific staff development across the curriculum in math and reading, improving the marketing of academy programs, and encouraging optimal use of faculty learning teams to examine student performance data and adopt effective teaching strategies.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Miami Killian collects and processes data from various sources. As a result of this data analysis, various program adjustments are made. Data from school profiles, Department of Education School Advisory Council reports, school climate surveys, and district and school-developed surveys, pre-tests and post-tests are used for placement of students into programs that assist them to be successful in the most challenging environment available.

Examples of programs implemented as a result of this data collection and analysis include the Advanced Placement Academy, the AutoCAD Academy for at-risk students, mandatory intensive reading and math classes for students not meeting performance standards, the Fine Arts academy for students interested in visual and performing arts, technological training for teachers to learn how to use computers for data processing and infusion into their curricula, and the Academy of Information Technology for students who wish to explore careers dealing with technology. Alliances with the National Academy Foundation, the Museum of Science, the University of Miami, and Baptist Hospital, coupled with the EESAC's support and the school's upgraded technological infrastructure will provide abundant opportunities for students to reap the benefits of the Academy of Information Technology.

The school's extremely effective conflict resolution program and assertive discipline plan, initiated several years ago as a result of data analysis, help to maintain an environment conducive to high levels of achievement.

An analysis of Algebra I failure rates indicates a need to continue to focus upon the reasons for this failure rate and the development of strategies to reduce this rate.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Analysis of data including school-developed surveys indicates the need for staff development in the area of technology use, infusing reading skills across the curriculum, and the improvement of skills needed to enable thinking. With the assistance of the EESAC and FCAT enhancement funds, and the region Reading Specialist, resources will be used during early release days and at other opportune times throughout the school year to meet these professional development needs.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

In order to meet the challenges of operational and external forces, the school will offer various levels of technological training for teachers, training in the area of reading and higher order thinking skills for fluent and non-fluent English speaking students, training for math teachers in the area of effective math instructional strategies, and extending these training opportunities to feeder-pattern middle schools.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Miami Killian Senior High School has targeted several areas for improvement of organizational processes. Based on the school's 35% FCAT reading level three and above scores, Miami Killian must focus on improving reading instruction across the curriculum. In order to accomplish this, the school will facilitate the training of CRISS strategies for several departments. This training will also serve to address the use of higher order thinking skills during instruction. Additionally, the region Reading Specialist will work with teachers in the social studies and science departments, modeling effective cross-curriculum teaching techniques that enhance reading skills.

The mathematics department will focus on improving passing rates of students in Algebra I courses, in order to better prepare students for subsequently higher levels of math.

In order to facilitate the development and implementation of the Advanced Placement Academy, the school will involve the mathematics, language arts, social studies, and science departments in vertical teaming activities.

In order to reduce paperwork for teachers, to enhance the teaching of thinking skills, and to better communicate with parents, teachers will receive training in the use of technology to process data and for use in instruction. Since teachers are at varying levels of comfort using technology, training sessions will vary based on teacher ability.

Finally, the school will continue to work with parents and the community in increasing awareness of and involvement in school programs.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Senior High Schools)

Enrollment trends in gifted, honors, and Advanced Placement (AP) classes.

Although there has been no significant change in the number of sections offered in advanced placement, pre-AP and gifted classes, the numbers of students enrolled has increased slightly over the past two years. It should be noted that the gifted students are identified in elementary and middle school. Miami Killian provides services for the gifted student but does not identify new students.

Passing rate of students on the AP examination.

As the number of advanced placement exams given has increased slightly over the past three years, the trend in passing rate has decreased slightly.

Number of exams Percent passing (3,4,5)

2000 60.6%

2001 51.3%

2002 53.1%

Ethnic breakdown of gifted, honors, and AP classes' enrollment as compared to the school's total population.

The ethnic breakdown of gifted, honors, and AP classes enrollment in 2002 is approximately 41% White, nine percent Black, 44% Hispanic and six percent Asian/Indian/Multiracial. The current school population of 3776 is approximately 49% Hispanic, 27% non-Hispanic White, 20% Black, and four percent Asian/Indian/Multiracial.

Recruitment procedures in place to address underrepresented groups of students in gifted, honors, and AP classes.

The students identified by the AP Potential information, test scores, and academic achievement information are personally encouraged to enroll in advanced courses. A curriculum fair is held to inform parents of the availability of advanced level courses in the curriculum. Additionally, an informational meeting for parents of possible advanced placement students was held to inform parents of the AP Academy, the AP philosophy and the AP goals.

Support mechanisms in place to assist under-achieving students in gifted, honors, and AP classes.

Students enrolled in advanced courses are provided with an organizer designed to assist with their time management skills. Students are instructed in effective time management skills in Language Arts. Students experiencing content difficulties are provided tutoring during after-school hours. Additionally, counselors have been requested to encourage student persistence in meeting this challenge by seeking departmental assistance rather than reducing their expectations.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	9, 10, 11, 12	Apr. '02
Accelerated Reader	9, 10, 11, 12	Apr. '02
Comprehensive Reading Plan	9, 10, 11, 12	Sep. '98
Sunshine State Standards (SSS)	9, 10, 11, 12	Aug. '95
Competency Based Curriculum (CBC)	9, 10, 11, 12	Aug. '92

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Sunshine State Standards (SSS)	9,10,11	Aug. '95

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Urban Systemic Program (USP)	9, 10, 11, 12	Aug. '00
Gifted	9, 10, 11, 12	Aug. '99
Sunshine State Standards (SSS)	9,10,11,12	Aug. '95
Competency Based Curriculum (CBC)	9, 10, 11, 12	Aug. '92

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Urban Systemic Program (USP)	10,11,12	Aug. '00
Sunshine State Standards (SSS)	9, 10, 11, 12	Aug. '95

Other Areas

PROGRAM	=If([SubjectCode]<=3,"GRADE	DATE INITIATED
Oracle Academy	11, 12	Aug. '01

MAJOR PROGRAMS

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
10th Grade Language Arts Examination	1	May 01, '02
Informal Reading Inventory	2	Apr. 05, '02
10th Grade Language Arts Examination	1	Apr. 20, '02
Read 180	1	Feb. 22, '02
CRISS Training	10	Jan. 10, '02
CRISS Training	10	Dec. 13, '01
Creating & Developing Organizers to Improve FCAT Skills	1	Nov. 28, '01
Excel/Accelerated Reading Workshop	2	Nov. 27, '01
Language Arts Department Chair Meeting	1	Nov. 13, '01
Wild About Words Vocabulary Staff Development	1	Nov. 08, '01
Teaching & Learning Conference	3	Oct. 22, '01
On-Site Review of Programs for Limited English Proficient Students	2	Oct. 11, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Zelda Glazer Writing Institute	1	Jun. 17, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Inservice Math Chairperson	1	May 23, '02
Mathematics Department Technology Workshop	16	May 17, '02
Geometry Exit Test	1	May 13, '02
Curriculum Concerns Department Chair Meeting	1	Jan. 25, '02
Algebra 1 Cognitive Tutor Meeting	1	Dec. 17, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Math Inservice	1	Dec. 07, '01
Math Inservice	1	Dec. 01, '01
Math Inservice	1	Nov. 30, '01
FCAT Strategies	3	Nov. 27, '01
Secondary Science & Mathematics	1	Oct. 12, '01

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Inservice Science Chairperson	1	May 23, '02
Chemistry & Physical Science Requirement	2	May 04, '02
Content & Strategies in Chemistry	2	Apr. 30, '02
Chemistry & Physical Science Requirement	2	Apr. 25, '02
University of Miami Research in Ecology	1	Oct. 26, '01
Secondary Science & Mathematics	1	Oct. 12, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Advanced Placement Workshop	20	Jun. 24, '02
Ambient 2002 Workshop	3	Jun. 17, '02
Advanced Placement Workshop	5	Jun. 17, '02
One Community/One Goal	1	Jun. 17, '02
Social Studies Chairperson Meeting	1	May 31, '02
CAP Advisor Meeting	1	May 30, '02
Advanced Placement Academy Workshop	9	May 28, '02
Advanced Placement Academy Workshop	15	May 24, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
TECH Prep Business Advisory Meeting	1	May 23, '02
ETP Leadership Conference	1	May 22, '02
"E" Instruction Equipment Workshop	2	May 22, '02
CISCO Workshop	1	May 21, '02
Advanced Placement Academy Workshop	19	May 20, '02
Region V Instructional Improvement Team	2	May 20, '02
Digital Video Editing	1	May 07, '02
IEP Workshop	3	May 06, '02
Functional Assessment Behavior Workshop	1	May 02, '02
CISCO Networking Academy Workshop	1	May 01, '02
Social Science Planning Workshop	1	May 01, '02
Cardiopulmonary Resuscitation Instructor Re-certification	3	Apr. 26, '02
2002 Commissioner's Academic Challenge	1	Apr. 24, '02
Florida Technology Student Leadership Conference	1	Apr. 24, '02
PACES	1	Apr. 24, '02
Improving Student Achievement through Curriculum Leadership	1	Apr. 23, '02
Pinnacle System Training for Electronic Gradebook	3	Apr. 22, '02
SAC Admissions Counseling Annual Conference	1	Apr. 22, '02
ASL Best Practice & Classroom Management Workshop	1	Apr. 19, '02
Leadership Seminar on Building and Sustaining Career Academies	5	Apr. 19, '02
PSAT Workshop	3	Apr. 16, '02
Academy of Information Technology	1	Apr. 15, '02
Gender Equity Network Conference	1	Apr. 11, '02
SACS	1	Apr. 11, '02
Functional Assessment Behavior Workshop	1	Apr. 09, '02
FBLA Conference	1	Mar. 25, '02
CECF	1	Mar. 14, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
CAP Advisor Meeting	1	Mar. 06, '02
Accommodations & Modifications in the Classroom for Assessment	1	Feb. 26, '02
TRUST Meeting	1	Feb. 22, '02
HOSA Conference	1	Feb. 22, '02
District Bright Futures Procedures Meeting	5	Feb. 21, '02
Extended School Year	3	Feb. 20, '02
Grant Writing	1	Feb. 11, '02
Accommodations & Modifications in the Classroom for Assessment	1	Feb. 06, '02
CECF/BPA	2	Feb. 06, '02
FBLA Leadership Conference	3	Feb. 01, '02
FBLA Leadership Conference	2	Jan. 30, '02
CISCO Training	1	Jan. 28, '02
New Teacher Orientation	2	Jan. 25, '02
Transition Portfolio Implementation	2	Jan. 15, '02
Transition Portfolio Implementation	2	Jan. 14, '02
CAP Meeting	1	Jan. 11, '02
Project Excellence	1	Jan. 19, '02
CISCO Training	1	Jan. 14, '02
CECF	3	Dec. 18, '01
AOIT Advisory Briefing	1	Dec. 13, '01
FIRN Training	1	Dec. 13, '01
Gender Equity Conference	1	Dec. 12, '01
Microsystems Technicians and Computer Specialist	1	Dec. 12, '01
Safe Crisis Management for Teachers & Paraprofessionals	1	Dec. 12, '01
Professional Growth Team Coaches Institute	1	Dec. 10, '01
EP Workshop	1	Dec. 06, '01
WEB Design Academy	1	Dec. 06, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Jewish Film Festival Program	1	Dec. 05, '01
ADHD Conference	1	Nov. 30, '01
TECH Prep Career Academy Seminar	4	Nov. 30, '01
Informational Meeting for Secondary Computer Teachers	1	Nov. 28, '01
Auto Desk University Workshop	4	Nov. 27, '01
PACES	1	Nov. 19, '01
HOSA Leadership Development Conference	1	Nov. 16, '01
ROTC SAI Conference	1	Nov. 16, '01
Staff Development Workshop	1	Nov. 14, '01
Project Excellence Meeting	1	Nov. 14, '01
PACES	1	Nov. 13, '01
TEC Leadership Conference	1	Nov. 13, '01
Staff Development Workshop	2	Nov. 13, '01
Educator's Workshop to MarineCorp Recruit Depot	2	Nov. 13, '01
Workshop for African American History Advocates	1	Nov. 09, '01
PACES	1	Nov. 08, '01
Project Instar	1	Nov. 08, '01
NAF Leadership Conference	1	Nov. 07, '01
FBLA Leadership Training	3	Nov. 06, '01
HIV/AIDS Workshop	1	Nov. 02, '01
Teaching the Holocaust Through History, Film and Art	1	Nov. 02, '01
Student Services Mini-Conference	1	Nov. 01, '01
Foreign Language Department Chair Meeting	1	Oct. 30, '01
Social Studies Department Chair Meeting	1	Oct. 30, '01
FIRN Contact Training & Curriculum Connections Program	1	Oct. 25, '01
Leadership Training Workshop	1	Oct. 25, '01
CISCO Training	1	Oct. 25, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
FCAT Workshop (Social Studies)	8	Oct. 25, '01
Staff Development Day for High School CAP Advisors	1	Oct. 24, '01
Media Specialist Meeting	1	Oct. 24, '01
FL-TSA Leadership Training Conference	1	Oct. 24, '01
Excelsior Software Gradebook Training	4	Oct. 23, '01
Tackling the FCAT	1	Oct. 22, '01
New Educator Support Team	1	Oct. 20, '01
Synergy Through Business Technology Education	1	Oct. 19, '01
Cardiopulmonary Resuscitation Update Training	1	Oct. 19, '01
Florida Federation Council for Exceptional Children	1	Oct. 18, '01
Florida Technology Education Association Conference	1	Oct. 18, '01
SACS School Improvement Process Workshop	13	Oct. 17, '01
FBLA Training Workshop	1	Oct. 12, '01
Instructional Technology Conference	8	Oct. 11, '01
Apple Web Design Academy Meeting	1	Oct. 10, '01
Instructional Technology Conference	7	Oct. 10, '01
Learning Through Listening Accommodation Strategies Workshop	1	Oct. 10, '01
SAT Preparation Workshop	3	Oct. 10, '01
FCAT Workshop	10	Oct. 09, '01
Advanced Placement Workshop	8	Oct. 08, '01
Athletics/Activities & Accreditation Workshop	2	Oct. 08, '01
Advanced Placement Workshop	10	Oct. 05, '01
Best Practices Panel	1	Oct. 04, '01
ACT Workshop	1	Oct. 02, '01
Training for Counseling Professionals	3	Sep. 14, '01
Training for Counseling Professionals	1	Sep. 17, '01
OSFA 2001 Fall Regional Training	2	Sep. 20, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Survival Skills for Beginning Applied Technology Teachers	1	Sep. 22, '01
Meeting for counselors who provide services to EH students	1	Sep. 26, '01
PSAT/NMSQT Workshop	1	Sep. 28, '01

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC Committee recommended establishing a Budget Committee. Principal Dawson made presentations to the EESAC Committee in order to discuss printouts such as M-DCPS' School Based Budget System, School Staffing Authorization, and Comparison of SBBS/CASAS versus PACS as they apply to Miami Killian Senior High School. EESAC established a Grant Writing Committee and regularly discuss the importance of utilizing matching funds whenever possible.

Training:

The EESAC Committee recommended that funding be provided for substitutes in order for teachers to participate in vertical team training. EESAC members were presented with a summary of Florida's Sunshine and Public Records Law, and a summary of the 2002-2003 SPEP. EESAC representatives were invited to EESAC training in May of 2002. Teachers who need recertification may get TEC credits through EESAC participation.

Instructional Materials:

The EESAC Committee recommended purchasing FCAT books to use for language arts teachers, FCAT calculators and books on tape for ESE students. Furthermore, EESAC regularly discussed technology and instructional applications.

Technology:

The EESAC Committee recommended that the Technology Committee review FCAT software; survey existing technology; survey teachers, students, and parents in regards to technology; and make recommendations regarding SPEP objectives and strategies. Some EESAC funds were spent to improve technology. Purchases included computer equipment and software, LCD projectors, Excelsior Gradebook for the entire school staff and donated funds to the Media Center for the purchase of technology.

Staffing:

The EESAC Committee recommended that Principal Dawson review the School Profile Form. He advised EESAC that Miami Killian Senior High School operates at approximately 133% of capacity and would be at 162% without the portable classrooms. He discussed the difference between weighted and basic FTE, and staffing allocations were discussed in relationship thereto. Principal Dawson's and EESAC members' discussions with Region V resulted in fewer transfers, increasing the student population in excess of 200 students thus increasing staff.

Student Support Services:

The EESAC Committee recommended that the Discipline Committee discuss the student handbook, faculty handbook, tardy tank, and more. EESAC representatives requested and received capital improvements in bringing the gymnasium into compliance with ADA and repairing the lecture halls. A new elevator was completed allowing handicap access to the gymnasium and outdoor lighting in front of the school enhanced student safety.

School Safety and Discipline:

The EESAC Committee recommended acquiring 32 closed circuit cameras that significantly reduced the number of false fire alarms as well as code of student conduct violations. The EESAC has a standing discipline committee.

Other Matters of Resource Allocation:

The EESAC Committee recommended establishing various other committees including, but not limited to, a Parent/Community Involvement Committee that reviewed 2001-2002 objectives and strategies as well as recommended 2002-2003 objectives and strategies. The EESAC will fund "Golden Cougar Awards." EESAC frequently discussed reality-based needs assessment in relation to available resources (e.g., staffing, funding).

Benchmarking:

The EESAC recommended the continuance of the 2001-2002 Parent/Community Involvement Objective. As a result of 2001-2002 SPEP Parent/Community Involvement objective and strategies, Miami Killian Senior High School met the criteria for a "Golden School Award." EESAC reviewed 2001 - 2002 School Accountability Disaggregated Data and the state's

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:
criteria for grading public schools, as part of this year's needs assessment.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
C	C	C	C

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	38	63	90	191
% Making Learning Gains	56	71		127
Adequate Progress of Lowest 25% in the school?	58			58
Total School Grade Points	152	134	90	376

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
2001-2002	458	431	817	53.1
2000-2001	421	395	747	51.3
1999-2000	391	360	746	60.6

School Data Summary: (compare the last 4 years, if available)

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
1998-1999	438	405	817	63.4

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 09

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	961	289	43	27	17	7	6	961	286	27	22	29	16	6
2000-2001	996	290						998	288					

Grade Level: 10

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	924	303	32	33	20	9	6	914	318	21	19	28	25	8
2000-2001	800	305	32	34	18	8	8	793	322	18	19	27	26	9
1999-2000	804	300	32	39	20	6	4	808	314	22	25	24	24	6
1998-1999	696	297	34	38	18	5	4	699	305	30	26	19	20	4

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 10

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	922	3.8	2	1	4	3	12	12	38	12	13	2	1
2000-2001	807	3.9	1	1	4	4	14	10	35	12	13	3	2
1999-2000	805	4	3	1	5	3	9	9	25	14	18	5	6
1998-1999	694	3.5	2	2	7	7	25	15	27	11	3	1	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	462	3.8	1	0	3	4	11	12	41	10	11	3	1
2000-2001	397	3.9	1	1	3	4	12	10	41	15	12	1	1
1999-2000	405	4.2	2	1	4	2	10	8	24	15	17	7	9
1998-1999	349	3.4	3	2	7	6	26	13	29	10	2	1	1

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	460	3.8	2	1	6	1	13	11	36	14	15	1	1
2000-2001	410	3.9	2	1	5	4	16	10	30	10	15	5	3
1999-2000	400	3.9	3	1	7	4	9	10	27	12	19	4	4
1998-1999	345	3.5	1	1	7	7	23	16	25	12	4	1	1

School Name: Miami Killian Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 3 4

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2001 – 2002 FCAT Reading test indicate that 35% of the students scored at level three and above.

Objective

Given increased emphasis on Competency-Based Curriculum and Sunshine State Standards, 10th grade students will improve their reading skills as evidenced by a sixteen percentage point increase of students scoring level three and above on FCAT Reading as evidenced by the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be achieved if 54% of our 10th grade students score at level three or above as evidenced by the 2003 FCAT Reading Test.

Evaluation:

This objective will be evaluated by the sixteen percentage point increase of students scoring level three and above on FCAT Reading test as evidenced by the 2003 FCAT Reading Test Scores.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Farnsworth, Louise	Garcia, Carmen	Bernstein, Ellen
Waldrep, Kerry	Massie, Sgt. Henry	Slama, Margaret
Margolis, Lucy	Singleton, Nancy	Bolt, Elsa
Dawson, Timothy	Finley, Gordon	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Incorporate reading and writing essay questions as part of testing at least three (3) times per nine weeks.	*Assistant Principal for Curriculum	Reading Handbook Great Source Publisher	Sep. '02	Jun. '03
2 . Enroll identified students in intensive reading classes in lieu of an elective, based on Student Performance Plans.	*Assistant Principal for Curriculum	Office of Information Technology generated report, MAC school scheduler	Sep. '02	Jun. '03
3 . Establish a thirty (30) minute reading period at the same time each day for all students, faculty, and staff.	*Assistant Principal for Curriculum	Selected books, magazines, newspaper	Sep. '02	Jun. '03
4 . Provide donated books for teachers to use in their classrooms. Encourage each department to collect and disseminate books to use during the thirty minute reading period.	*Assistant Principal for Curriculum Department Chairpersons	Selected books	Sep. '02	Jun. '03
5 . Develop departmental vertical teams to encourage teachers to research, discuss, and implement strategies designed to encourage critical reading, writing and thinking skills.	*Assistant Principal for Curriculum Department Chairpersons	College Board Vertical Team Materials, Office of Advanced Academics	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Killian Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

School wide data of the final grades for students enrolled in Algebra I during the 2001 – 2002 school year indicates that 53 percent of the students passed Algebra I with a C, B, or A.

Objective

Given increased emphasis on Competency-Based Curriculum and Sunshine State Standards, Algebra I students will improve their mathematics skills by a five percentage point increase of students passing (C,B,A) Algebra I from 53 percent (2001 – 2002) to 58 percent (2002-2003) as evidenced by the school end-of-the-year grade summary reports.

Definition of Adequate Progress:

Adequate progress will be achieved if 58% of our Algebra I students successfully complete Algebra I with an A, B, or C.

Evaluation:

This objective will be evaluated by the five percentage point increase of students scoring an A,B,C in Algebra I as evidenced by the end-of-the-year class data reports.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Farnsworth, Louise	Maher, John	Dawson, Timothy			
Dove, Kenneth	Margolis, Lucy	Bolt, Elsa			
Bernstein, Ellen	Finley, Gordon	Waldrep, Kerry			
Singleton, Nancy	Slama, Margaret	Massie, Sgt. Henry			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Enroll identified students in intensive mathematics classes in lieu of an elective, based on Student Performance Plans.	*Principal, Counselors	Office of Information Technology generated report, MAC school scheduler	Sep. '02	Jun. '03
2 . Continue to provide opportunities for members of the National Honor Society, Mu Alpha Theta, the math honor society, and other students to tutor in mathematics in hopes that they may find education to be a rewarding career.	*Assistant Principal for Curriculum	Student Volunteers	Sep. '02	Jun. '03
3 . Provide staff development in effective strategies to teach Algebra I and Pre AP courses.	*Assistant Principal for Curriculum Staff Development Coordinator Math Chairperson	College Board Vertical Teams, http://mathscience.dadeschools.net , www.nctm.org , www.keypress.com	Sep. '02	Jun. '03
4 . Continue teacher training in the use of the Carnegie Learning Algebra I Cognitive Tutor program.	*Assistant Principal for Curriculum Staff Development Coordinator Math Department Chairperson	Computer Technical Support	Sep. '02	Jun. '03
5 . Train all Algebra I and Pre AP teachers in the use of graphing calculators as a teaching strategy in Algebra.	*Assistant Principal for Curriculum Staff Development Coordinator Math Department Chairperson	Graphing Calculators, www.ticares.com	Sep. '02	Jun. '03
6 . Utilize the departmental home learning and class work portfolio contract to increase student achievement in Algebra I.	*Math Department Chairperson	Departmental Portfolio	Sep. '02	Jun. '03
7 . Utilize web-based technology to post home learning assignments, tips, and notation for students.	*Math Department Chairperson	Computers, www.schoolnotes.com	Sep. '02	Jun. '03
8 . Provide students with hands-on opportunities for inductive reasoning and discovery through classroom activities.	*Math Department Chairperson	Funds for inquiry and discovery based on mathematics textbook series.	Sep. '02	Jun. '03

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
9 . Distribute syllabi and notebooks contracts to students, secure signatures on log sheets, and ensure that parents return the signed syllabi and notebook contracts in order to facilitate communication with parents regarding course requirements, policies, procedures, etc.	*Math Department Chair Math Teachers	Syllabi Notebooks Departmental Portfolio	Sep. '02	Jun. '03
10 . Incorporate the use of FCAT type calculators in 9th and 10th grade math classes to increase familiarity with their use.	*Math Department Chairperson	FCAT Calculators	Sep. '02	Jun. '03
11 . Purchase FCAT math books for use in intensive math, ESE, and other math classes.	*Math Department Chairperson	Funds for Books	Sep. '02	Jun. '03
12 . Continue to purchase graphing calculators for use in the math classes as money becomes available.	*Math Department Chairperson	Funds for Calculators	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Killian Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : Science

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

The FCAT science benchmarks will be centered around certain benchmarks with an emphasis on laboratory experience and graphical analysis. Sixty to seventy percent of the Science FCAT will be derived from 15 annually assessed SSS benchmarks and will rely heavily on graph analysis. The State of Florida requires that students spend a minimum of 70 hours per year involved in laboratory activities.

Objective

Given the increased attention to laboratory activities, students in earth/space science and biology classes will successfully demonstrate their ability to integrate science process skills, as evidenced by 50 percent of students scoring at or above the District mean scale score as documented by scores of the 2003 FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 50 percent of students score at or above the District mean scale score as documented by scores of the 2003 FCAT Science Test.

Evaluation:

This objective will be evaluated by 50 percent of students scoring at or above the District mean scale score as documented by scores of the 2003 FCAT Science Test.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Farnsworth, Louise	Dawson, Timothy	Finley, Gordon
Dove, Kenneth	Bolt, Elsa	Massie, Sgt. Henry
Maher, John	Bernstein, Ellen	Waldrep, Kerry
Slama, Margaret	Singleton, Nancy	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Utilized laboratory activities that include the annually assessed benchmarks and/or graph analysis activities.	*Science Department Chairperson Teachers	SSS Science Benchmarks	Sep. '02	Jun. '03
2 . Include a minimum of one annually assessed benchmark and/or graph analysis activity in his or her weekly lesson plans.	*Science Department Chairperson Teachers	SSS Science Benchmarks, Teacher Lesson Plans, USP Workshop	Sep. '02	Jun. '03
3 . Document the implementation of the laboratories and their corresponding benchmarks and/or graph analysis activities in a laboratory log and/or in their weekly lesson plans.	*Science Department Chair Science Teachers	Student Laboratory, Log Books	Sep. '02	Jun. '03
4 . Develop test items for a pretest/posttest to be used in most science courses. The pretest/posttest will emphasize the annually assessed benchmarks and/or graph analysis.	*Science Department Chairperson Science Teachers	SSS Benchmarks, USP Workshop	Sep. '02	Jun. '03
5 . Teachers will be offered training in the use of CBL/Graphing calculators (if funds and classes are made available).	*Assistant Principal for Curriculum Science Chairperson Staff Development Chairperson	CBL/Graphing Calculators, Workshops	Sep. '02	Jun. '03
6 . Purchase CBL/Graphing calculators (if funds are available).	*Science Department Chairperson	Funds	Sep. '02	Jun. '03
7 . Encourage students to utilize PowerPoint in scientific presentations.	*Science Department Chairperson	Computers, LCD Screens, PowerPoint	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Killian Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Advanced Academics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	()	()	()	()

Needs Assessment

Advanced Placement enrollment data alone for 2001 – 2002 indicated that 458 students or thirteen percent of the total school population were enrolled in Advanced Placement courses. Forty-five percent of the students were White, six percent of the students were Black, forty-five percent of the students were Hispanic, and four of the students were other ethnicities. Adding PreAP and Gifted to this data yields the following profile: forty-one percent White, nine percent Black, forty-four percent Hispanic, and six percent Asian/Indian/Multiracial.

Objective

Given the development of our Advanced Placement Academy the student enrollment in Pre AP, AP and Gifted courses will increase from thirteen percent to eighteen percent with a special emphasis on underrepresented groups as documented by class enrollment data.

Definition of Adequate Progress:

Adequate progress will be achieved if eighteen percent of our student population is enrolled in Pre AP, AP and Gifted courses as documented by class enrollment data.

Evaluation:

This objective will be evaluated by the class enrollment data.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Maher, John	Dawson, Timothy	Farnsworth, Louise			
Margolis, Lucy	Bernstein, Ellen	Slama, Margaret			
Finley, Gordon	Bolt, Elsa	Waldrep, Kerry			
Singleton, Nancy	Dove, Kenneth	Massie, Sgt. Henry			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify possible Pre AP, AP and Gifted students via the AP Potential information and teacher recommendation.	* Principal, Teachers	AP Potential Statistics, FCAT test results ISIS inquires	Sep. '02	Jun. '03
2 . Promote and encourage possible Pre AP, AP, and Gifted students by explaining the relevance as related to career goals and higher education.	*Assistant Principal for Curriculum, Parents	Curriculum Fair, AP Brochures	Sep. '02	Jun. '03
3 . Organize and conduct Vertical Team meetings to include elementary, middle and senior high feeder teachers.	*Assistant Principal for Curriculum, Department Chairs, Staff Development Chairperson	College Board Vertical Team Program	Sep. '02	Jun. '03
4 . Host Pre AP parent/community night to explain the AP philosophy and what parents can do to help their children succeed in the AP program.	*Assistant Principal for Curriculum, Department Chairs, Counselors	www.succeedby thinking.com, College Board Philosophy and Goals	Sep. '02	Jun. '03
5 . Provide free after school tutoring for all students enrolled in the AP academy program.	*Assistant Principal for Curriculum, National Honor Society Sponsor, Math Honor Society Sponsor	Volunteers	Sep. '02	Jun. '03
6 . Explore establishing a support system (safety net) for Pre AP, AP and Gifted students who may experience difficulties.	*Principal, Guidance Department, Department Chairs,	www.collegeboard.org	Sep. '02	Jun. '03
7 . Explore marketing the AP Academy via brochures, counselor presentations, student presentations, and community outreach programs.	*Assistant Principal for Curriculum	Student presentations	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Killian Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 5 : Parental Involvement

Aligns with District Goal #: 1 2 3

State Goal #: 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	()	(x)	()	(x)	(x)

Needs Assessment

Student, parent and community volunteers contributed a total of 10,488 hours toward student enhancement during the 2001-2002 school year.

Objective

Given continued emphasis on parental, family and community involvement, members of Miami Killian Senior High School's community will actively participate in service and activities designed to enhance student achievement as evidenced by a minimum of 11,012 hours documented on the school volunteer program registration form. These hours will include a minimum of 250 hours of parents, students, and community actively involved in activities directly related to increasing student academic achievement.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a minimum of 11,012 hours of parent, community and student volunteering has occurred and if a minimum of 250 of these hours included parent volunteers involved in activities directly related to increasing student academic achievement.

Evaluation:

This objective will be evaluated by the tally of the FM-3953 forms (recorded hours served) and the accompanying FM-1764 forms (school volunteer program registration).

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bernstein, Ellen	Dawson, Timothy	Waldrep, Kerry			
Bolt, Elsa	Dove, Kenneth	Slama, Margaret			
Rockowitz, Barbara	Finley, Gordon	Singleton, Nancy			
Margolis, Lucy	Farnsworth, Louise	Massie, Sgt. Henry			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Increase and/or improve home-school-communication via web sites, media, etc., emphasizing school-to-career applications for participating students.	*Principal, Assistant Principal for Curriculum, Department Chairs	www.killian.dadek12.fl.us	Sep. '02	Jun. '03
2 . Continue bilingual communication with parents/family.	*Assistant Principal for Curriculum	School Newsletter, www.killian.dade.k12.fl.us	Sep. '02	Jun. '03
3 . Identify, communicate, and publicize service opportunities and other volunteer activities via the school website.	*Principal, Assistant Principal for Curriculum	www.killian.dade.k12.fl.us	Sep. '02	Jun. '03
4 . Develop written volunteer placement procedures in order to more effectively match volunteers with available jobs.	*Assistant Principal Responsible for Volunteers	School Volunteer Application	Sep. '02	Jun. '03
5 . Maintain a mailbox where teachers may place information for parents or student volunteers to post to the Internet.	*Assistant Principal for Curriculum	Labeled mailbox in teacher mailroom, www.killian.dade.k12.fl.us	Sep. '02	Jun. '03
6 . Utilize volunteers to assist teachers in after school tutoring programs.	*Assistant Principal for Curriculum	School/community volunteers	Sep. '02	Jun. '03
7 . Coordinate resource speakers to inform parents and students of educational opportunities.	*Assistant Principal for Curriculum	Community volunteers	Sep. '02	Jun. '03
8 . Provide access for parents to curriculum information which may include home learning assignments via the Internet.	*Assistant Principal for Curriculum	www.killian.dade.k12.fl.us	Sep. '02	Jun. '03
9 . Invite guest readers to read to selected classes.	*Assistant Principal for Administration	School/community volunteers	Oct. '02	Jun. '03
10 . Explore the possibility of funding incentive programs for reading.	*EESAC Chair	EESAC funds	Oct. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

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